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REPORT OF THE
COMMISSIONER OF EDUCATION
OF PORTO RICO
1911

From the Report of the Governor of Porto Rico, 1911, pages 175-254, inclusive

Handwritten: 1911-12

BUREAU OF INSULAR AFFAIRS
WAR DEPARTMENT



WASHINGTON
1912

Compliments of the

COMMISSIONER of EDUCATION of PORTO RICO.

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STATISTICS
DEPARTMENT
MAY 15 1914
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COMMISSIONER OF EDUCATION
OF PORTO RICO.

Dept. of education

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REPORT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF EDUCATION,
 OFFICE OF THE COMMISSIONER,
 San Juan, P. R., August 10, 1911.

SIR: I have the honor to submit herewith my annual report for the fiscal year ended June 30, 1911.

The statistical tables presented cover the fiscal year only, but, in accordance with custom and the instructions of the Secretary of War, in the text are treated matters of educational interest to the date of the submittal of the report.

In further conformity with such instructions, I have the honor to present herewith a summary of statistics of public education in Porto Rico, following the definite questions asked.

Summary of statistics for the school year 1910-11.

Number of different pupils actually enrolled in all schools, including special schools:

White—	
Males.....	64, 675
Females.....	45, 142
Total.....	109, 817
Colored—	
Males.....	20, 812
Females.....	14, 896
Total.....	35, 708
White and colored—	
Males.....	85, 487
Females.....	60, 038
Total.....	145, 525
Number of different pupils enrolled during the year:	
(a) In secondary schools (normal and agricultural departments of the university, high and continuation schools).....	1, 026
(b) In common schools.....	128, 453
(c) In special schools (night schools, kindergartens, and charitable and correctional institutions).....	15, 528
Average daily attendance for the school year of 175 days (in night schools 136 days).....	103, 102
Average daily enrollment for the school year of 175 days (in night schools 136 days).....	113, 008
Number of buildings in use for schools during the year (town, 163; rural, 879).....	1, 042
Estimated value of all insular school buildings ¹	\$759, 414. 51
Rental value of other buildings.....	\$67, 977. 72

¹ Including entire expenditure made by the insular government under direction of the department of education in connection with the acquisition of property and with the erection of school buildings since the establishment of civil government.

Number of different teachers employed in the common schools at the end of the year:

White—	
Males.....	772
Females.....	675
Total.....	1,447
Colored—	
Males.....	114
Females.....	104
Total.....	218
White and colored—	
Males.....	886
Females.....	779
Total.....	1,665
Number of different teachers employed in secondary schools at the end of the year ¹	72
Number of different teachers employed in special schools at the end of the year ²	255
Monthly salary of teachers as fixed by law during the year 1909-10:	
Rural teachers—	
First class.....	\$40
Second class.....	\$35
Third class.....	\$30
Graded teachers—	
First class.....	\$55
Second class.....	\$50
Third class.....	\$45
English graded teachers—	
First class.....	\$60
Second class.....	\$55
Third class.....	\$50
Principal teachers—	
First class.....	\$80
Second class.....	\$75
Third class.....	\$70
Teachers of English and special-work teachers.....	\$75
Continuation teachers.....	\$83.33
To which amounts were added allowances for house rent as follows:	
Rural teachers.....	Not less than \$3 nor more than \$8
Graded teachers.....	Not less than \$7 nor more than \$15
English graded and principal teachers.....	Not less than \$10 nor more than \$15
Total expenditures for school purposes, 1910-11:	
By Insular Government.....	\$878,635.00
By local government.....	\$403,691.57

It has been the aim of the department of education, during the four years of my incumbency as commissioner, to accomplish the following results:

First. To provide instruction in the branches comprising a common-school education to all the children of school age in the island, this instruction to be both in English and in Spanish.

Second. To provide facilities for instruction in agriculture to the largest possible number of the pupils of suitable age.

Third. To introduce the subjects of manual training and domestic science into all the high and graded schools.

Fourth. To establish secondary schools at a sufficient number of points throughout the island to meet the needs of the people.

Fifth. To establish trade schools throughout the island.

The foregoing aims have been realized to a varying degree, yet a reasonable degree of progress has been made in each.

¹ Seventeen of these are duplicates.

² Two hundred and thirty-seven of these are night-school teachers and are duplicates.

The average daily attendance, perhaps the more vital of all general schools statistics, for the school year 1906-7, the year preceding the first of my term of office, was 44,218. As shown by the table given above, it was for the past year 103,102, or an increase of 133 per cent. This increase in common-school attendance during the last four years seems all the more striking from a comparison of the actual daily attendance with the schools at the beginning of the American occupation and at the end of the first nine years, i. e., in the school year 1906-7.

At the former date mentioned the attendance was 18,243; at the latter, as has been stated, it was 44,218, giving an increase for the nine years, roughly, of 25,000. During the last four years the actual numerical increase has been nearly 60,000, or more than double that of the preceding nine years. Of the 103,000 in daily attendance—the total enrollment for the past year was 145,525—at least 100,000 are in grades below the high schools and are doing work essential to good citizenship in any land which boasts of a democratic form of government.

For reasons which have been hard to overcome and which have largely to do with legislative appropriation, progress during the past quadrennium in the extension of agricultural education has been less marked. An attempt to secure adequate appropriations for the establishment of a system of elementary agricultural schools throughout the island failed. At present, however, the more than 80,000 pupils enrolled in the rural schools of the island are receiving instruction in nature study, which is essentially elementary agriculture, carried on in connection with the school gardens which form a common adjunct to the rural schools. In addition to this, nearly 2,000 pupils, mostly in the graded schools, are receiving definite instruction in scientific agriculture under the tutelage of special teachers. For the coming school year a larger number of instructors in agriculture has been provided in the budget, and at least double the present number of pupils receiving special instruction in the subject can be provided for. As properly qualified teachers can be secured, provision for agricultural instruction should be made in each municipality of the island.

At the time of my arrival on the island, four years ago, no provision whatsoever was made for any form of manual instruction in any of the public schools of the island. A system of trade schools situated in the larger cities had been in existence, but the Insular Legislature failed to appropriate for their future support and they were suppressed with the school year 1906-7. All attempts on my part to secure special appropriation for the establishment of manual instruction have failed, and what has been accomplished has been brought about through the use of the general funds of the department. In this way some form of manual instruction has been provided in nine municipalities of the island. Although for the coming year the number will be increased to 20, even this provision is entirely inadequate. The public-school system of Porto Rico can never become what it should until agricultural and manual instruction are given the proper emphasis.

In no other phase of educational work has development been so rapid during recent years as in that of secondary instruction. For the school year 1906-7 there were enrolled in the secondary schools of the island 316 pupils; for the past year 1,144, or an increase of 262 per cent.

In each of the 15 such schools some form of manual instruction will for the coming school year be offered, and in a large majority of the schools courses in both wood-working and domestic economy will be given. Those secondary schools which offer the full four-year course send their graduates on certificates to many of the best colleges and universities in the United States.

The establishment of trade schools under the auspices of the department of education is something for the future, though I hope for the immediate future. The Porto Rican people are as a class skillful and adept in the constructive arts, and the island is in need of skilled citizens and mechanics. It is possible that through placing the College of Mechanic Arts of the University of Porto Rico on a proper basis this need can be partially taken care of. However, it is my belief that the legislature should make at the earliest possible moment adequate provision for the establishment of a system of trade schools under the department of education.

In closing this letter of transmittal, I wish to express my sincerest appreciation of the valiant services rendered the cause of education in the island by the members of the office force of the department, and especially of the invaluable services of the assistant commissioner, Mr. F. E. Libby.

Respectfully,

E. G. DEXTER,
Commissioner of Education.

THE GOVERNOR OF PORTO RICO,
San Juan, P. R.

RÉSUMÉ OF THE ORGANIZATION OF PUBLIC EDUCATION IN PORTO RICO.

The organic act for Porto Rico provides:

"That the commissioner of education shall superintend public instruction throughout Porto Rico, and all disbursements on account thereof must be approved by him, and he shall perform such other duties as may be prescribed by law, and make such reports through the governor as may be required by the Commissioner of Education for the United States, which shall annually be transmitted to Congress."

Beginning with the legislative session of 1900, school laws have been passed and from time to time amended, the present organization being, briefly, as follows:

The commissioner of education, appointed for a term of four years (or at the pleasure of the President), is at the head of the department of education, with full power of appointment over all the subordinates in the department, with the exception of certain classes of teachers as hereinafter set forth. He is empowered to determine the course of study, the length of the school year (within limitations prescribed by law), and the length of the school day. He is in charge of the examination and certification of teachers, and no expenditures of public moneys for school purposes, either on the part of the school boards or of any subordinates in the department, can be made without his approval. He is a member of the Executive Council—the upper house of the legislature—and is ex officio president of the University of Porto Rico and of the trustees of the Insular Library.

Aside from the teaching force, the personnel of the department consists of the following officials: Assistant commissioner of education, secretary of the department, chief of the division of property and accounts, chief of the division of school-board accounts, 3 general superintendents of schools, and 40 supervising principals, each in charge of a district of the island. In addition, there are the private secretary to the commissioner, and other clerical help to the number of 12.

The assistant commissioner is the head of the division of supervision, and has all the powers of the commissioner during the absence of the latter from the island. The secretary is the chief of the division of records, and officially countersigns all teachers' certificates and other papers of record issued by the department. The chief of the division of property and accounts is custodian of all the property belonging to the department and is charged with keeping the salary list thereof. The chief of the division of school-board accounts forms the direct point of contact between the department and the school boards of the island.

The island of Porto Rico contains 66 units of political organization, known as "municipalities." Within each of these is elected a school board consisting of three members. Vacancies in these school boards caused by resignation, death, or incapacity are filled by the commissioner of education, the law requiring that appointments to vacancies be made from the same political party to which the previous member belonged. School boards have charge of all buildings occupied by the common schools (not high schools), employ the janitors, and pay the house rent of the teachers. They have the power to hold title to property, and may, under certain legal restrictions, negotiate loans. They may, with the approval of the commissioner of education, as may also the supervising principals, dismiss pupils from the schools, and may suspend teachers pending the action of the commissioner. They must submit annually, three months before the beginning of the school year, to the commissioner of education for his approval, a list of teachers, properly qualified, whom they wish to elect to positions in their school system, and after the approval of the commissioner may elect such teachers. School boards submit to the commissioner of education, previous to the beginning of each fiscal year, a detailed statement of their desired expenditures for that year, and the approval of such a budget by the commissioner is the warrant for the expenditure of the school funds as thus set forth. Subsequent transfers of funds from one subhead to another within the budget necessitates separate approval.

The teachers of the island are divided into the following classes:

First. Rural teachers. These are in charge of the ungraded schools, for the most part in the rural districts, and receive salaries as follows: Rural teachers of the first class, \$40 per school month; of the second class, \$35 per school month; and of the third class, \$30 per school month. Persons entering the corps of rural teachers must remain three years in the third class, at the end of which period they are promoted to second class if their work has been satisfactory. They may not be promoted from second class to first class until after five years of successful experience as teachers, including the three years passed as third-class teachers. Rural teachers receive a monthly allowance in lieu of house rent, varying from \$3 to \$8 per month.

Second. Graded teachers. These teachers are in charge of the graded schools in the cities and smaller centers of population. They are divided into Spanish graded

teachers and English graded teachers, although the former class is rapidly decreasing in number and doubtless within a few years will no longer exist. The academic examination for both of these classes of teachers is the same, promotion to the English graded class being through a special examination given by one of the general superintendents or a high official in the department, to determine whether or not the candidate is capable of teaching successfully all the subjects of the common-school curriculum, using the English language as the medium of instruction. When such an examination is passed an additional compensation of \$5 per school month is received. In addition to the classification of graded teachers into English graded and Spanish graded teachers, they are classified for purposes of payment, as are the rural teachers, into graded teachers of first, second, and third class. Graded teachers of the first class receive a monthly salary of \$55; those of the second class, of \$50; and those of the third class, of \$45; in each instance with the \$5 additional to those who are certified to teach in English. Still, in addition to the compensation mentioned, comes a payment by the school board in lieu of house rent varying from \$8 to \$20 per school month.

These two classes of teachers—the rural and graded—comprise the great mass of teachers in the common schools of the island. They are elected by the school boards of the various municipalities from lists submitted to the commissioner of education for his approval, as already stated. The following classes of teachers are appointed directly by the commissioner without intervention by the school boards:

First. Teachers of English. These are nearly all Americans, the great proportion graduates of colleges and normal schools in the United States. In the early years of the American occupation they were, as the name of the class would imply, teachers of English assigned to the various graded-school systems, going about from room to room giving instruction in the English language. By this plan the pupils received an hour or two of special instruction in English each day, but since all the other subjects of the curriculum were being taught in Spanish but slight progress seems to have been made in the acquisition of the English language. Consequently the plan has been modified, and at present teachers of English serve as grade teachers in the higher grades of the school system, giving instruction in all the subjects of the grade to which they are assigned, except instruction in the Spanish language. The law makes it necessary that at least one teacher of English be assigned to each municipality of the island having a graded-school system, and this under present conditions means every municipality of the island. In the larger cities a considerable number of teachers of English are in service, the total number provided for by law for the present school year being 112. The salary is \$75 per school month, without allowance for house rent.

Second. Special teachers in continuation schools. The continuation schools of the island, as explained later in this report, are special manual training and trade schools, established in 12 municipalities of the island. In each continuation school are at least two teachers, one a specialist in manual training, the other a specialist in domestic science, and each able to give the academic and scientific subjects of the first two years of the high-school course, so far as time is found for these subjects in addition to that required for manual training and domestic-science work. Special teachers in continuation schools receive a salary of \$83.33 per school month. The budget for the coming fiscal year provides for 20 such teachers.

Third. Special teachers. This class comprises teachers of music and art and kindergarten teachers. Such teachers are assigned only to the larger towns of the island. The budget provides for 16 teachers of this class, at a salary of \$75 per school month.

Fourth. Agricultural teachers. Teachers of this class are assigned to the elementary agricultural schools maintained by the department at various points throughout the island. They will receive for the year 1911–12 a salary of \$60 per calendar month, being the only class of teachers in the employ of the Government and under pay by the Government for the entire 12 months of the calendar year.

Fifth. High-school teachers. This class of teachers includes the faculties of the high schools of the island. The salaries vary from \$750 to \$1,500 per school year.

The island is at present divided for purposes of school administration into 40 districts. These districts are divided into three classes:

First. Municipalities having more than 100 schools.

Second. Municipalities having between 50 and 99 schools.

Third. Municipalities or groups of municipalities containing less than 50 schools.

There are at present of the first class, 2; of the second class, 3; and of the third class, 35. The school law provides for an automatic increase in the number of districts, since no district of the third class may contain more than 50 schools. The immediate representative of the commissioner of education in each of the school districts is the supervising principal. In districts of the first class this officer receives a salary of

\$1,500, with an allowance of \$240 for house and office rent, and in districts of the second class \$1,400, with the same allowance for rent. In districts of the third class the salary is \$1,200, with the same allowance for rent and with an extra allowance of \$200 for traveling expenses in districts of more than one municipality. Although with no vote in the school-board meetings, the supervising principal must, by law, be cited to all such meetings. In addition, he performs any duties assigned to him by the commissioner and is required by law to present an annual report covering the work of his district. He has an office adequately equipped with furniture and appliances in keeping with the dignity and importance of the position which he holds and maintains definite office hours. The greater part of his time is, however, spent in visiting the schools of his district, and toward the teachers he maintains the position of helper and adviser rather than that of mere critic and spy. At the end of each school month he makes a report to the office of the commissioner on each of the visits made during the month.

RURAL SCHOOLS.

The rural schools are by far the most numerous and perhaps the most important factor in the general uplift of the people. With few exceptions they are located in the country districts wherever needed and funds are available for their maintenance, and are often reached by long, hard climbs up the mountain trails. During the school year 1910-11, 1,648 of these schools were maintained, counting as two schools each school building where separate groups of pupils attend in the morning and in the afternoon. Although the number of rural schools equipped with modern furniture and appliances is increasing year by year, still not a few remind one of the primitive red schoolhouse of New England, with its tables and backless benches. The rural schoolhouses vary greatly in their style of architecture. Some are simply thatched-roof structures of the simplest native construction, while others are substantial cement buildings. Only a comparatively small proportion of the buildings occupied by the rural schools have been constructed by the government, especially for school purposes, the remainder being rented buildings. In no instance, however, is the same structure used for school and residence purposes. At present 854 separate buildings are used for rural school purposes, in addition to the 207 graded school buildings. In nearly every instance the surroundings of the rural school buildings have been beautified through the planting of trees, the maintenance of school gardens, and in every other possible way. This work is done almost entirely by the pupils themselves, and is largely inspired by the department of education through offering annually a diploma to the school in each of the 40 separate school districts which has done most during the year to beautify its surroundings. In fact as one journeys through the island the most attractive spots in the landscape are usually the school buildings with their attractive gardens and the Stars and Stripes floating above. Considering the fact that at the time of the American occupation there was but one building within the island used exclusively for school purposes, the progress which has been made is little short of marvelous. To-day the 1,061 buildings used exclusively for school purposes means that there is one such structure for each 3.4 square miles throughout the island. The United States Commissioner of Education states in his report for 1910 that there are within the United States 266,026 buildings used as schoolhouses, making one schoolhouse for each 13.1 square miles of territory in the United States. Only for a very few separate States of the United States is the territory tributary to a schoolhouse so small as for Porto Rico, and those States are among the most thickly populated of the northeastern tier. When we consider, however, the number of school buildings compared with the population, the showing is not so favorable for Porto Rico, and serves to emphasize the density of our population and the need for further school extension. Based upon the population for the island of the last census—that is, 1,118,012—we have one school building for each 1,053 of the population, while for the United States there is one school building for each 345 inhabitants. However, if another decade shows the same progress in the extension of schools in Porto Rico as has the last the story will be different.

The course of study for the rural schools covers a six-year period, although not all the rural schools have students in all those classes, as is shown by the following table:

Rural schools.

1 grade.....	763
2 grades.....	519
3 grades.....	326

4 grades.....	31
5 grades.....	3
Total.....	1,642

Up to the year 1907-8 none of the rural schools of the island carried its pupils beyond the third year. Conditions are, however, rapidly changing and it seems probable that within a few years no one of the schools of this class will be offering less than a full six-year course. Instruction in English in the rural schools will be treated under a separate heading later in this report.

The course of study for the rural schools differs from that of the graded schools of the better systems in the United States only as is necessitated by the restrictions of a single teacher with the task of covering the work for a number of separate grades.

First grade.—In this grade no instruction in English is given, it being the only grade in any of the schools of the island in which such instruction is omitted. It is thought best, however, with the children of the rural schools to make some little academic progress in the spoken language with the language of common speech—that is, the Spanish language—before attempting to master a foreign tongue. In the Spanish language two books are used—*Cartilla de Arnold* and *Libro Primero*. For number work *Aritmética Elemental* is used. Nature study is taught throughout the year, largely in connection with the work in the school garden.

Second grade.—In this grade work in English is begun, several different primers being used. In the Spanish language the *Libro Primero* is continued, and in number work the *Aritmética Elemental*. Nature study is continued.

Third grade.—In this grade in English, the first book of the Reimold series is made use of together with other selected first readers. In the Spanish language, *Libro Segundo* is followed. In arithmetic, *Milne's Aritmética Elemental* is used. With this year's work the nature study has gradually merged itself into more specific work in agriculture, always taken in connection with the maintenance of the school garden.

Fourth grade.—In English, Reimold's second book is made use of, and also other second readers are supplied. In Spanish, *Rudimentos Montgomery*. In arithmetic, *Milne's Aritmética Elemental* is continued. With this year the study of geography is begun, using *Frye's Geografía Elemental*. This replaces the nature study of the preceding grades.

Fifth grade.—In the English work of this year *Flounder's Language and Grammar* is used, as well as the third book of the New Century series and of the *Heart of Oak* series. In Spanish, the *Libro Tercero de Lectura* and *Los Primeros Pasos en Castellano*. With this year *Dodge's Elementary Geography* is begun, the first text in this subject in English, and *Milne's Elements of Arithmetic*, also in English. Two additional subjects are commenced in the fifth grade: History, using *McMaster's Primary History of the United States*, and physiology, using *Blaisdell's Book of Health*.

Sixth grade.—In English, the first book of the *Mother Tongue* series is made use of, as are also various readers suitable to the grade. In Spanish, several books are made use of: The Spanish reader by *Loiseaux*, another Spanish reader by *Matzke*, the *Compendio de Moral* by *Juncos*, and *Gramática Castellana* by *Hernández*. In geography, *Dodge's Elementary* book is continued, and in arithmetic, *Wentworth's Practical Arithmetic*. As a basis for the history work, *American Leaders and Heroes* is made use of, and in physiology, *Ames's Hygiene for the Tropics*.

Throughout the rural schools calisthenic exercises are daily insisted upon in accordance with the regulations issued by the department of education and found elsewhere in this report. At the conclusion of this course in the rural schools, pupils who find it possible to do so, enter the seventh grade of the graded schools without loss of time.

GRADED SCHOOLS.

Graded school systems are maintained in each of the 68 municipalities of the island. In each instance such systems are found in the principal center of population of the municipality, and in a considerable number of municipalities in the more populous barrios. The course of study of the graded schools covers the full 8 grades of the common-school course, although in a few municipalities no students have as yet reached the upper grades of the course, the number of municipalities in which the common-school curriculum is completed being 53. Students who complete the full 8-year course and pass an examination set by the department, which is uniform for the island, receive a common-school diploma. For the school year 1910-11 the number of candidates passing this examination was 967. The number of persons receiving a common-school diploma has increased very rapidly during recent years, as is shown by the following table:

Common-school diplomas issued.

School year:	Pupils.	School year:	Pupils.
1902-3.....	44	1907-8.....	467
1903-4.....	29	1908-9.....	651
1904-5.....	79	1909-10.....	707
1905-6.....	212	1910-11.....	967
1906-7.....	213		

Persons from the United States and other countries visiting the graded schools of the island are impressed with the favorable conditions under which the work is being carried on. The buildings, mostly of a modified Spanish type of architecture and nearly all constructed of cement, are pleasing in appearance, well lighted and ventilated. With the climatic conditions prevailing in Porto Rico the problem of heating is entirely eliminated, since no artificial heating appliances are in use anywhere in the island. The problems, too, of heating and ventilation are reduced to a minimum through the prevailing custom of constructing buildings with windows extending practically from the ceiling to the floor. These windows are entirely without glass and are open throughout the school session, except when occasional showers arise, making it necessary to close the shutters. The ceilings in all schoolrooms are high, usually between 12 and 14 feet from the floor, all of which conditions make for perfect ventilation. In fact more healthful surroundings in school work could hardly be found than those enjoyed by the graded-school pupils in Porto Rico. Almost without exception the school equipment is as complete and perfect as can be found anywhere. Adjustable desks of modern type of construction are used for the pupils, the teachers are provided with adequate desks, the blackboards are in many instances of slate and ample in amount, while charts, maps, and globes are provided as needed. Great pride is taken both by teachers and pupils in schoolroom decoration, and classrooms are rare in which framed portraits of Washington, Lincoln, or some of the more recent Presidents of the United States are not to be found, and frequently well-selected engravings or other type of pictures find places on the walls. The graded-school buildings are usually named after some prominent personage, the names of Washington, Jefferson, Lincoln, McKinley, and Roosevelt, as well as those of many other prominent Americans being in use. In some instances schools are named after Porto Rican patriots, but in no case has the name of a living Porto Rican still in active political life been approved for this purpose by the department of education. Among the more pretentious graded-school buildings of the island are the Jefferson School of Arecibo, with 22 rooms; the San Juan Public School No. 1, with 21 rooms; the Caguas Public School, with 16 rooms, and the Roosevelt and McKinley schools of Ponce, each with 12 rooms.

The course of study for the graded schools is quite abreast that of the best public-school systems in the United States. In fact, in not a few instances pupils have removed to the States after having completed in part the graded-school system of the island and have entered grades in advance of those in which they were enrolled while here. In addition, moreover, to the academic accomplishments required by equivalent grades in the United States, the pupils from the Porto Rican schools were bilingual, having approximately equal proficiency in the Spanish and English languages.

First grade.—In English work in the first grade the Aldine Primer, the Spanish-American Primer, and other books of a similar grade are made use of. No work is given in this grade in the Spanish language, it being believed that it is better that the children begin but one language in a single year, and English is introduced in place of Spanish. This is the only grade in the entire public-school system of the island in which Spanish is not taught. In number work Milne's Elements of Arithmetic is followed, the book being in the hands of the teacher only.

Second grade.—In this grade the Aldine First Reader, the Spanish-American First Reader, and the first book of the Reimold series of readers are used. In the Spanish language text the Cartilla de Arnold and the Libro Primero are used. In number work Milne's Elements of Arithmetic is continued.

Third grade.—In English the second book of the Reimold series, the first book of the New Century series, and the Spanish-American Second Reader are used; in Spanish Libro Primero and Libro Segundo; in arithmetic the text is Milne's Elements of Arithmetic.

Fourth grade.—In English Hyde's Practical Lessons in English and the second volume of the New Century series are the texts. In Spanish Montgomery's Rudimentos de Historia is read. In arithmetic the use of Milne's Elements of Arithmetic

is continued. With this year the study of geography is begun, use being made of Frye's *Geografía Elemental*.

Fifth grade.—In English the texts are *Flounder's Language and Grammar*, the third book in the New Century series, and the *Heart of Oak No. 3*. *Libro Tercero de Lectura* and *Los Primeros Pasos en Castellano* are the texts in Spanish. In arithmetic *Milne's Elements* are still used, and in Geography *Dodge's Elementary Geography*. With this year two new subjects are introduced—physiology, with *Good Health* as a text, and history, using *McMaster's Primary History*.

Sixth grade.—In English the *Mother Tongue* is made use of and the *Standard Fourth Reader*. In Spanish, Spanish readers by *Loiseaux* and *Matzke*, as well as the *Compendio de Moral* by *Juncos* and *Gramática Castellana* by *Hernández*. In arithmetic *Smith's Intermediate* text is used. In geography *Dodge's Elementary Geography* is continued. In physiology *Ames's Hygiene* for the Tropics is studied, and in history *American Leaders* and *Heroes* is read.

Seventh grade.—In English *Hyde's Practical Lessons in English No. 2*, the *Jones's Fourth Reader*, the *Standard Fourth Reader*, and the fourth book of the *Heart of Oak* series are all used. In Spanish *Libro Cuarto de Lectura* and *Gramática Castellana* by *Hernández* are studied, and *María*, a novel by *Jorge Isaacs*, is read. In arithmetic *Smith's advanced* book is studied. In geography *Dodge's Advanced Geography* in physiology the *Body and Its Defenses*, and in history the *Leading Facts of American History* are studied.

Eighth grade.—The *Guidebook to English No. 2* and the *Standard Fifth Reader* form the basis for the English study. In Spanish the study of *Gramática Castellana* is continued, and *Antología Puertorriqueña*, *El Capitán Veneno*, and *Musa Bilingüe* are read. In arithmetic *Smith's Advanced Arithmetic* is the text, and in geography the use of *Dodge's Advanced Geography* is continued. The history study is based upon the *Leading Facts of American History*, while in physiology *Krohn's Physiology* is used.

In a considerable number of the larger towns of the island instruction is given to pupils in the upper grades in manual training and domestic science, though not in a sufficient number of towns to make it possible as yet to include these subjects in the required courses for these grades. Since the examination at the close of the eighth grade—based upon which the common-school diploma is granted, is uniform for all the schools of the island, it is plain that no subjects can be required for that diploma which are not offered in all the schools. At an early date it is hoped that the manual subjects will have been so widely introduced as to make it possible to demand them for the common-school diploma.

SECONDARY SCHOOLS.

High schools.—The three fully organized high schools with four-year courses at San Juan, Ponce, and Mayaguez have been in successful operation during the past year. It was my privilege to attend the graduation exercises at all three places this year. These exercises proved to be highly creditable, and the interest of the general public in favor of our high schools was made manifest by the large audiences at each place.

In each of these three high schools is to be found a fully equipped commercial department in addition to the regular classical and scientific courses. They have courses equivalent to the moderately well-equipped high schools of the United States, and their graduates go to any college or university in the United States without difficulty in entrance.

No student is admitted to any of the high schools of the island who has not completed the eighth year of work in the graded schools or its equivalent in a private school or under special tutors.

The requirements for graduation from the high schools are uniform, as is the course of study. To graduate from the four-year course a student must have attained 16 units of credit, 1 unit being the credit received in the pursuance of a study having five recitations per week for a school year. In the case of subjects with laboratory or shop work, two or three hours' work is considered the equivalent of a recitation hour.

Of the 16 units required for graduation, 4 must be in the English language, 2 in either Spanish, Latin, or French, 2 in history, and 1 in science. The remaining 5 units may be chosen, under the direction of the principal, from the various elective subjects offered.

The course of study offers a sufficiently broad range for those preparing for college or seeking a foundation for business life.

Considerable freedom of election is permitted within prescribed lines.

The course of study is as follows:

Subject.	First year.	Second year.	Third year.	Fourth year.
English	Composition and rhetoric, classics.	Composition and rhetoric, classics.	English literature, composition, classics.	American literature, composition, classics.
Modern languages ..	Spanish, rhetoric, composition, classics.	Spanish, rhetoric, composition, classics.	Spanish composition, classics; French grammar, classics.	Spanish literature, composition, classics; French composition, classics.
Latin	Beginner's Latin book gradation.	Cæsar and prose..	Cicero and prose....	Virgil and prosody.
History	Ancient.	Mediæval	English	American and civics.
Mathematics	Algebra	Plane geometry...	Solid geometry $\frac{1}{2}$, algebra $\frac{1}{2}$	Trigonometry $\frac{1}{2}$, advanced algebra $\frac{1}{2}$.
Science.....	Physiology or botany.	Botany or zoology.	Physics or chemistry	Chemistry or physics
MCommercial.....		Bookkeeping.....	Stenography, typewriting, bookkeeping, commercial correspondence.	Stenography, typewriting, commercial law and arithmetic.
manual training....	Bench work, sewing, mechanical or free hand drawing.	Sewing and millinery, mechanical or freehand drawing.	Cooking.....	Home economics and sanitation.

The requirements for entrance to the commercial courses are the same as for the other courses, but the time required to complete them is but two years, at the end of which time a certificate is granted. The courses include all the subjects necessary to preparation for the work of a stenographer, typewriter, and bookkeeper. The commercial certificate is granted to those completing the following work:

First year.

English for ninth grade.
Spanish for ninth grade.
Bookkeeping.
Stenography.
Typewriting.

Second year.

English for tenth grade.
Spanish for tenth grade.
Commercial law and business arithmetic.
Bookkeeping, typewriting.
Stenography.

The Central High School at San Juan, never having been provided by legislative appropriation with adequate quarters, is at present occupying what has been known as "Las Palmas Hotel" in Santurce. The building is beautifully situated, with large and attractive grounds, and answers very well the purpose for which it is being used. The instructional force of the school consists of a principal and nine assistants, including the special instructors in music, drawing, and domestic science. The last-named department is well equipped for the present needs of the school. The enrollment for this year is 140.

A literary society, known as the "Sociedad Literaria de Cervantes," is maintained by the student body and holds regular monthly meetings, contributing in an important way to the social life of the school.

The Ponce High School, with an enrollment of 236, is the largest in Porto Rico. It provides a four years' course, either classical or scientific, which enables its graduates to enter the best colleges and universities of the States without examination, a two-years' commercial course, and courses for teachers under the supervision of the normal department of the University of Porto Rico. At the last commencement, the sixth of the school, 14 students graduated from the four years' course and 10 from the commercial. The normal students take their diplomas from the normal department of the university and 33 received licenses to teach in the public schools of the island. Most of the graduates of the four years' course continue their studies in the north, and the school has representatives at Cornell, Syracuse, Wesleyan, University of Pennsylvania, Pennsylvania State, Stevens Institute, Wellesley, Woman's College of Baltimore, Swarthmore, Wilson, University of Louisiana, etc., at all of which institutions they enter on the certificate of the school. All graduates of the commercial course have secured positions, and most of them secure places before completing the course, so great is the demand.

The pupils maintain a literary and social society in which the work is mostly in Spanish and also a debating club in which the work is all in English, the club meetings being conducted according to Roberts' Rules of Order.

The Mayaguez High School is located in the Roosevelt Building. The school year of 1910-11 opened with an enrollment of 100 pupils. There is a faculty of five instructors which will be increased for the next year in order to meet the demand which the increase in enrollment will necessitate.

A literary society was formed during the year and athletics were taken up with great interest.

The graduating class consisted of nine members, one of whom was appointed as a cadet to the United States Military Academy at West Point.

During the past year 9th, 10th, and 11th grade work has been offered at Arecibo, and our budget for the year 1911-12 makes provision for a fully equipped high school at that place with four teachers.

CONTINUATION SCHOOLS.

The continuation schools of the island are only in their inception, the first having been established less than two years ago under authority of section 2 of the Codified School Laws, which reads in part as follows:

"(2) *Section 2.*—The commissioner of education is hereby authorized and directed to establish and maintain a system of free public schools in Porto Rico for the purpose of providing a liberal education to the children of school age, i. e., between the ages of 5 and 18 years; to establish higher institutions of learning, including colleges, universities, normal, industrial, mechanical, and high schools, together with such other educational agencies as said commissioner may find necessary and expedient in order to promote the educational development of the island. In addition to the rural and graded schools which shall constitute the regular common-school system, said commissioner is hereby authorized and directed to establish, maintain, and direct so far as the resources placed at his command will permit, such special schools as in his judgment are necessary to meet special educational needs, such as kindergarten schools, night schools, agricultural schools, professional and commercial schools, and schools in penal and charitable institutions, either under private or public management, where the same can be maintained in general harmony with the public-school system and in harmony with its general standards. * * *

The continuation schools take the pupils at the completion of their common-school course—that is, after having received their eighth grade diploma—and carry them two years further in their educational career, the basis of the two years' study being manual training, domestic science, and sewing. At the end of this two-year period the pupils are prepared to go out with a fair knowledge of the practical side of life, or if they desire to do so they may enter the high schools of the island, receiving full credit toward high-school graduation for all the work done during their two years of continuation school attendance.

For the school year 1910-11, which is the first year for which special provision was made in the budget for continuation schools, these schools have little more than become organized without having received the proper equipment for the maintenance of the manual subjects. With the beginning of the school year 1911-12 each one of the 12 schools allotted will have benches and full manual training equipment for from 12 to 24 boys, domestic science equipment for an equal number of girls, as well as all the requisites for courses in sewing and other branches of household economy. The following towns have been selected as the locations of the continuation schools: Bayamon, Rio Grande, Humacao, Caguas, Guayama, Aibonito, Coamo, Yauco, San German, Aguadilla, Lares, Utuado, and Manati. In none of these towns has a separate building been erected for the use of the continuation school. They are, however, to be adequately housed in public-school buildings or in structures rented and fitted up for the purpose. The course of study for the first year of the continuation school comprises, for the boys, two daily periods in manual training, and, for the girls, a like number of periods in cooking and in sewing. The work in English consists of a daily period in composition and rhetoric and the reading of English classics. The work in Spanish, of one period per day, is based upon the Gramatica de la Lengua Castellana of the Royal Academy of Spain, while in connection with this several masterpieces of Spanish literature are read. In mathematics, algebra is taken as far as quadratics. In the course of study for the second year of the continuation schools the same amount of time is given to the practical studies of manual training and domestic economy. English and Spanish are continued. In mathematics, plane geometry is covered, together with a brief course in bookkeeping, especially adapted to commercial affairs.

The total enrollment for the high and continuation schools for 1910-11 was 905 as compared with 711 for the previous year. The average daily enrollment was 788 for the past year, and the average daily attendance, 738.

The 796 who were enrolled in the secondary schools on March 1, 1911, as compared with the 636 enrolled on the same date the year previous, were distributed, by age and sex, as follows:

Distribution, by age and sex, of pupils enrolled in high and continuation schools, March 1.

Ages.	1910				1911			
	Boys.	Girls.	Total.	Per cent at each age.	Boys.	Girls.	Total.	Per cent at each age.
Over 18 years.....	46	70	116	18.2	52	57	109	13.7
18 years.....	52	55	107	16.9	72	87	159	20.0
17 years.....	93	70	163	25.6	124	103	227	28.5
16 years.....	83	48	131	20.6	87	84	171	21.5
15 years.....	45	26	71	11.2	56	37	93	11.7
14 years.....	28	11	39	6.1	16	13	29	3.6
13 years.....	4	5	9	1.4	6	1	7	.9
12 years.....					1		1	.1
Total.....	351	285	636	100.0	414	382	796	100.0

The grades and sex of the secondary students are as follows:

Distribution, by grades and sex, of pupils enrolled in high and continuation schools, March 1.

Years.	1910			1911		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Graduates and special students.....	5	23	28	.....	3	3
Fourth year.....	16	9	25	26	6	32
Third year.....	27	11	38	47	19	66
Second year.....	88	53	141	101	78	179
First year.....	215	189	404	240	276	516
Total.....	351	285	636	414	382	796

AGRICULTURAL INSTRUCTION.

One of the main difficulties which has prevented more rapid extension of the work in agriculture has been the impossibility of securing teachers competent to give instruction in the subject. In the early days of the American school in Porto Rico there were 19 so-called agricultural schools scattered over the island. These schools were planned to combine instruction in agriculture with the ordinary instruction given in the rural schools. The results obtained were far from satisfactory, as it was not possible to differentiate these schools sufficiently from other rural schools, obtain competent teachers, and to secure pupils who by reason of age and physical development were fitted for agricultural labor. Thus the characteristic features of the rural school crowded out or reduced to trifling importance the special features of agricultural education for which the schools were established. My predecessor in his report for 1907 referred to the few remaining ones as "rural schools with gardens attached."

In light of the fact that the progress made in agricultural instruction since the establishment of the American school system was not as great as the requirements of an essentially agricultural country would seem to demand, a conference of all the teachers of agriculture was called in January, 1910, for the purpose of determining the best means of making the work more effective.

As a result of the discussions, the teachers of agriculture during the past year have not been placed in charge of schools, and have not been obliged to teach any branch other than their specialty. They have been assigned to different towns and have given instruction to all pupils enrolled in the graded schools who were old enough and who were physically able to benefit by such instruction.

Due to budgetary limitations, but five teachers of agriculture were appointed for the past year. These were assigned to the towns of Juana Diaz, Sabana Grande, Añasco, Utuado, and Toa Alta. According to reports received, a total of 1,663 pupils, an increase of almost 500 as compared with the preceding year, received practical and theoretical instruction in agriculture.

Generally speaking, pupils from the fourth grade on received instruction for four periods of 30 minutes each week on the theory of agriculture, and a practical class of one or two hours' duration once a week. The general outline of work by grades was as follows:

Grade 2.—General observation in vegetable and animal life. Vegetation as a whole. Difference between woody and soft stems. General uses of plants around school grounds. Animals, beneficial and harmful; la changa, el gusano blanco, the ant, the earth worm, the butterfly, the rat, the ruiseñor, the pitirre, the owl. Study of fruits: Size, form, taste, number of seeds, appearance in plants.

Practical: Individual flower gardens and vegetable plots. Hoeing, raking, watering, planting, cultivation of corn, peas, beans, gandules.

Grade 3.—Observation and comparison of large plants: Palms, trees, shrubs, canes. Uses and value of palms, trees, etc., to the surroundings. Study of the variety of seeds. Insectivorous birds. Domestic animals, such as the cow, ox, horse, mule, pig, goat, turkey, and hen.

Practical: The same as for the second grade with the cultivation of okra, watermelon, pumpkin, and radish.

Grade 4.—Review of work in trees, etc., continuation of study of seeds; division of, covering, and number in fruit. Germination of smaller seeds, such as lettuce, tobacco, radishes, etc. Germination of larger seeds, such as beans, peas, okra, etc. Depth to plant different seeds. Experiments on corn and beans for growth. Effects of light on young plant. The first root—how grows. General idea of stems—upright, inclined, running. Introduction to soil study. River sands; kinds of gravel, red clay, vegetable matter decomposed; lime. Acquaintance with agricultural tools. Certain fibrous plants.

Practical: The same as for the third with preparation of tobacco beds and other small seeds. The making of useful articles from fibrous plants. Application of lime. Caring for trees and palms.

Grade 5.—Review on germination. Individual experiments. Roots: Uses to man and their functions. Most important medicinal roots. Osmosis. Principal woods of Porto Rico. Leaves: Uses to man; functions. The most important fibrous leaves of Porto Rico. Continuation of soil study. General properties of vegetable matter in soils. Weeds and how to kill them. Hand tools, kinds and uses. Manures. Porto Rican material for fertilizer. Ways of preparing and applying them.

Practical: General cultivation and planting of field crops and home vegetables. Preparation of manures and their application. Care of tools.

Grade 6.—Complete study of organs of nutrition and their functions. Movements of saps. Best time to cut wood. How trees grow in circumference. Age. Certain large trees of the world. Study of buds. Useful saps of Porto Rico. Continuation of study of soils. General tillage, proper and improper. Ploughs, cultivators, and simple machinery. Fertilizers: Tobacco stems, ashes, bones, blood, cotton-seed meal, salt, humus, guano.

Practical: Same as for the fifth grade with the making of handles, putting together plows and cultivators. Use of hand cultivators.

Grade 7.—Review of organs of nutrition. Study of underground stems. Useful saps. Certain indispensable soils and air foods for plants. Leguminous plants. Respiration, assimilation, sunlight. Excretory organs, rotation of crops. Some interesting examples of plant phenomena. Soils—organic and inorganic parts. Soils of the neighborhood. Adaptation of soils to certain crops. Porosity, cohesion, density. Water in soils. Review of tillage. Introduction to commercial fertilizers. Harvesting.

Practical: Continuation of sixth grade with road work, ditch making, repairing of fences, repairing of tools, plowing and cultivating.

Grade 8.—General review: Insight into simple organic chemistry; elementary soil physics; idea of bacteriology; important points of animal husbandry. Illustrated lectures on nitrogen, nitrates, potash, salts, phosphoric acids, lime, nitrification, denitrification. Temperature. Thermometers, rain gauges. Some natural ways of forecasting weather conditions. Leguminous plants of Porto Rico and their value in modern agriculture. Propagation of plants, cutting, grafting, budding. Flowers; pollination, pruning. Common insects, ways of destroying them. Farm bookkeeping.

Practical: All kinds of garden and field work. Conducting individual experiments with fertilizers, new varieties. Cementing, laying of gardens, application of insecticides. Attending of weather instruments. Pruning, budding, cutting, elementary rural mechanics.

In developing the practical side of agriculture, emphasis has been placed not only on the beautifying of the school surroundings, but also on the beautifying of the public plazas and the homes. In nature study, which is a required subject in all first, second, and third grades in the island, emphasis is laid on elementary agriculture and school

gardening. Flower gardens have been cultivated and cared for by the girls, while individual vegetable gardens occupied the attention of the boys. In some municipalities each pupil had a plat averaging about 10 by 10 feet, and such vegetables as tomatoes, lettuce, potatoes, corn, beets, peppers, beans, peas, gandules, okra, egg-plant, melons, etc., were raised. The fact that the girls in many instances made use of the pick and the shovel, the long-handled spade, and even the wheelbarrow, leaves no room for doubt as to the interest aroused.

The smaller children were taught to use only the lighter implements in the field work, such as hoes and rakes, but the larger ones built fences, laid paths, opened ditches, mixed fertilizer, and applied the manure and lime.

The proper value and full dignity of manual labor have been emphatically impressed on pupils and parents as well, and the small children and young men and women alike have not hesitated to soil their hands in the various field and garden operations intrusted to them.

In at least one town an agricultural exhibit was held toward the close of the school year. This exhibit was a complete success. The parents attended in such large numbers that many had to wait outside the building until there was room to enter, and even then many people came the day following, wishing to see the exhibits.

For the present school year 10 special teachers of agriculture are provided for in the budget, and these will receive pay for the 12 calendar months instead of for the 9 school months, as heretofore. At the present time these teachers are conducting summer schools in agriculture in the towns to which they are assigned, and pupils of the upper grades, teachers, and any others able to profit by the courses are allowed to enroll. These teachers are to hold conferences of a practical nature with the parents and farmers, and in every way possible arouse interest and enthusiasm on the part of the general public in favor of this phase of manual labor.

Wherever possible during this year, the teachers of agriculture will meet the rural teachers once a week for the purpose of giving them practical classes in agriculture and explaining the best methods to be used in teaching this subject to their pupils. All teachers and others who attended the insular fair saw what could be done with comparatively little labor and expense in the beautification of school grounds. The department was granted the use of a piece of marsh land adjoining the model rural school building, and this was converted into one of the beauty spots at the fair. The land was drained and artistically laid out in plats for flowers and vegetables. It was not an infrequent sight to see teachers with paper and pencil in hand making a sketch of the model school garden in order to carry out the ideas suggested in their own schools.

I firmly believe that training in agriculture is essential and adapted to the children of Porto Rico, and as soon as a sufficient number of competent teachers can be secured, it should be made obligatory in all the schools of the island.

INDUSTRIAL WORK FOR BOYS.

As has been stated elsewhere in this report, previous to the year 1907 there had been in operation a system of trade schools situated in the larger cities of the island. It is much to be regretted that the legislature of 1907 failed to make appropriations for the continuance of these schools, and as a consequence they were suppressed. It is possible that there were points for criticism in the organization and maintenance of these trade schools, but it is much to be regretted that through their discontinuance the island was left entirely without provision for any form of manual instruction in the public schools. This is particularly to be regretted in a country like Porto Rico, where there is much need for skilled artisans and workers in wood, iron, and other materials. The interest, however, of the legislators seems to run more largely along the lines of academic instruction; hence their suppression.

With no appropriation whatsoever specifically for the work in the manual arts in the public schools, it has not been possible to accomplish much along those lines. However, in some instances teachers have been found with special aptitude and bent for constructive work in wood and iron, and such teachers have been encouraged to devote time during the school hours to this work. Moreover, in this way hundreds of pupils throughout the island have been receiving instruction in woodworking and in the construction of various material out of such native products as bamboo, calabaza, and various fiber products.

At the insular fair there was a surprising display, especially from the rural school, of products of this kind. In many instances a real artistic ability was expressed in the objects constructed, and under better organized and more specific instruction it would seem that there is great economic possibility in the simple things constructed.

In addition to this semiofficial manual instruction, regular manual training shops are in operation in connection with the schools of nine towns with, roughly, 500 pupils receiving instruction. The work varies from clay modeling and whittling to regular bench work. In one town, Rio Piedras, the boys built a 2-room house for a carpenter shop and domestic-science room and made their own tables, besides other articles for the use of the school. In another town playground apparatus was built, repairs were made on school buildings, and a fence was constructed and put up in the plaza.

A further indication of the interest in this field of work is the fact that there are 48 students enrolled in the manual-training classes in the two summer institutes now in session (15 at Ponce and 33 at Rio Piedras).

From the indications here given it would seem that there is a sufficiently strong desire on the part of the people of Porto Rico to warrant more decided steps in this direction in the future. Such advance has been partly planned for in the new course of study for the continuation schools and will be prosecuted in lower grades wherever practicable. A special teacher experienced in teaching manual training will be assigned to each continuation school next year, and instruction in this work will be offered to as many boys of the graded schools as can be accommodated.

SEWING.

As stated in my report for 1909-10, instruction in sewing was at that time offered in but one town of the island. The interest of parents and pupils was such that it was decided to offer work in sewing in as many towns as possible during the past year. As no provision was made in the budget for carrying on this phase of work, an appeal was made to the school boards, urging them wherever possible to provide the necessary equipment to establish the classes and to vote a small amount as compensation to the teachers. It gives me pleasure to state that the school boards responded in a way which was exceedingly encouraging, and as a result work in sewing was offered in 56 of the 66 towns of the island and 5,241 girls, or almost 76 per cent of those enrolled in the grades and schools in which sewing was offered, took advantage of the instruction. In each place where the work was started so many girls enrolled that it was necessary to divide them into two or three groups. Each group received two or three lessons of one and a half or two hours' duration each week. The groups met, as a rule, after regular school hours and on Saturday mornings. Wherever possible the services of regular day-school teachers, competent to teach sewing, were secured.

Needles, pins, thimbles, scissors, cotton paper for drafting, patterns and cotton, muslin and linen cloth were provided by the school boards in many instances, while in others the above equipment was supplied by either the pupils or parents or both.

The course of instruction in sewing was based on the one for the girls of the Philadelphia public schools and is as follows:

GRADE III—GROUPS 1-3.

Position.—The proper position of the body during sewing.

The correct method of using the thimble finger, the first finger, and the thumb of the right hand.

The proper position of the left hand for holding the work.

Drill.—Drill in the method of threading the needle.

Drill in the proper method of taking a stitch and of drawing the thread through the material.

Teach correct way of holding the scissors for cutting. Paper must be supplied for this purpose.

Sewing.—1. Hemming: (a) Turning the hem; (b) basting the hem; (c) sewing the hem.

Paper may first be used instead of muslin, to give the pupils practice in turning the hem with accuracy.

Teach the pupils how to begin basting, how to fasten the thread when beginning a hem, the slant of the stitch, and the direction of the needle in hemming.

Teach the method of fastening a new thread in the progress of the hem.

2. Overseaming: Overseaming on turned edges.

Teach how to fasten the thread in beginning this seam and how to fasten a new or a broken thread.

3. Overcasting: Overcast the raw edges of seams.

4. Cutting: Teach pupils to cut to a straight line.

Pupils who sew reasonably well may bring towels, wash rags, and similar articles to be hemmed.

GRADE III—GROUPS 4-6.

Special attention to be given to the proper use of thimble and scissors, to threading the needle, and to the direction of the needle in basting, hemming, and overseaming.

Sewing.—Running seam (unequal basting to be used for this seam).

Backstitch seam.

Backstitch and running seam.

Half backstitch seam.

The raw edges of all seams to be overcast.

Towels, napkins, etc., may be hemmed.

Sewing bags, pillow slips, oversleeves, iron holders, and bibs may be made.

Drafting.—Bibs and simple straight waists with strap over the armholes.

GRADE IV—GROUPS 1-3.

Review work of preceding grade.

Special attention to be given to the proper use of thimble and scissors, to threading of the needle, and to the direction of the needle in basting, hemming, and overseaming.

Sewing.—Reversible seam.

Plain fell sewed with running stitch, strengthened by occasional backstitch, finished with hemming.

Square patches.

Pillow slips, dust caps, penwipers, underwaists with seam over [the arm may be made.

Books may be covered.

Four-hole buttons sewed on.

Drafting.—Yokes; underwaists with seam over the arm and under the arm; covers to fit books.

GRADE IV—GROUPS 4-6.

Review the principal seams previously taught, giving special attention to the plain fell.

Sewing.—Gathering: (a) Placing or stroking the gathers; (b) sewing the gathers on a band, using half backstitching, the band to be finished with hemming. The button-hole stitch taught.

Darning.—(a) Stocking darning; (b) dress darning (straight line).

Making.—Plain aprons, children's dresses with yokes, children's aprons with waist and skirt, and underwaists with seam over and under the arm may be made.

Books may be covered; shoe buttons sewed on; worn garments may be mended.

Drafting.—Underwaists with under-arm and shoulder seams; drawers; children's aprons with waists and skirts; children's dresses with yokes.

GRADE V—GROUPS 1-6.

Review the principal seams previously taught.

Sewing.—Narrow hems and fells.

Tucks.

Stocking darning and angular dress darning.

French fell.

Angular patch.

Fine gathering, with band hemmed.

Buttonholes: (a) Cutting; (b) overcasting cut edges; (c) barring; (d) buttonhole stitch; (e) mending the thread.

Drawers, shoe bags, stocking bags, aprons, underwaists, and plain skirts may be made.

Drafting.—Drawers, underwaists with one dart and with spring to fit the hip; infants' night dresses.

GRADE VI—GROUPS 1-6.

Review work of preceding grades.

Sewing.—Special attention to be paid to buttonholes.

Bias seams of all kinds.

Gussets.

Stockings resoled.

Buttons without eyes or shanks to be sewed on.

Circular patch made.

Gored skirts, chemises, blouse waists, and nightshirts may be made.

Drafting.—Chemise; gored skirt; nightshirt; blouse waist and sleeve.

GRADE VII—GROUPS 1-6.

Review work of preceding grades.

Sewing.—French gathering; gathers to be overseamed to a band.

Buttonholes with tailor finish.

Cutting, fitting, and making plain garments.

Special attention given to night dresses, corset covers, and men's nightshirts.

Drafting.—Corset covers; night dresses, men's nightshirts, and dress sleeves.

GRADE VIII—GROUPS 1-6.

Review work of preceding grades.

Sewing.—Cutting, fitting, and making garments.

Special attention to men's nightshirts and to dresses to fit pupils.

Drafting.—Dress waists, skirts, and sleeves.

The Porto Rican girls are very apt in making embroidery, fancy lace, and drawn work, but are not so efficient in the matter of plain sewing, mending, darning, and patching. Therefore great stress was laid on the teaching of the elementary stitches on heavy cloth and on the application of the principles of the art of needlework to the requirements of the home. At first practically all the pupils wished instruction in fancy work rather than in plain sewing, but the interest in the latter increased very gratifyingly during the year.

The exhibit at the first insular fair of work done in the sewing classes was of exceptional interest and value. In the vicinity of 1,000 different pieces were displayed, including practically everything from samples of the different stitches, patches, etc., to the most beautiful laces and drawn work.

Among the different articles made in the sewing classes during the year may be mentioned aprons, dresses, drawers, shirts, pillow slips, napkins, tablecloths, petticoats, bibs, hand bags, sewing bags, handkerchiefs, collars, towels, doilies, banners, sheets, pincushions, shoe bags, dishcloths, dust cloths, corset covers, slippers, book covers, dust caps, and belts.

In some towns the garments made in the sewing classes were given to poor children in order that they might attend school and in others they were given to hospitals and other charitable institutions.

Whenever the materials were furnished by the parents, the articles made were taken home. In several instances where the local board furnished the materials, the articles made have been sold and the proceeds devoted to the purchase of more material or to help to support the school libraries, bands, or playgrounds.

The total amount spent by school boards, teachers, parents, and pupils for equipment was \$1,836.47, or an average expense per pupil of 35 cents.

The following table shows the towns in which instruction in sewing was offered during the past year, the grades, and number of pupils enrolled:

Town.	Number of pupils enrolled.	Grades.	Town.	Number of pupils enrolled.	Grades.
Rio Piedras.....	138	2-8	San German.....	125	3-8
Trujillo Alto.....	64	2-6	Lajas.....	66	3-8
Carolina.....	75	3-6	Cabo Rojo.....	170	3-8
Loiza.....	38	3-6	Mayaguez.....	152	5-8
Rio Grande.....	28	3-9	Maricao.....	65	3-8
Fajardo.....	184	3-9	Las Marias.....	60	3-8
Naguabo.....	108	2-8	Añasco.....	176	3-8
Vieques.....	95	2-9	Rincon.....	26	3-6
Humacao.....	118	4-9	Aguada.....	46	3-8
Yabucoa.....	89	3-8	Lares.....	180	3-8
Maunabo.....	53	3-7	San Sebastian.....	70	3-8
Arroyo.....	69	2-8	Aguadilla.....	40	3-4
Patillas.....	60	2-8	Isabela.....	42	3-8
Juncos.....	79	3-8	Quebradillas.....	35	3-7
Gurabo.....	90	3-8	Utua.....	116	5-8
Caguas.....	221	3-8	Adjuntas.....	158	1-8
Guayama.....	150	3-9	Camuy.....	58	2-8
Salinas.....	106	2-8	Hatillo.....	45	2-8
Santa Isabel.....	116	2-7	Arecibo.....	267	3-7
Cayey.....	166	3-9	Manati.....	111	4-9
Comerio.....	68	3-8	Ciales.....	59	3-6
Aguas Buenas.....	56	3-6	Vega Baja.....	115	3-8
Albionito.....	82	3-9	Vega Alta.....	85	3-7
Barranquitas.....	52	3-7	Corozal.....	70	3-8
Barros.....	42	2-8	Toa Baja.....	44	1-7
Juana Diaz.....	100	4-9	Toa Alta.....	15	1-7
Guayanilla.....	61	2-5	Dorado.....	25	1-6
Yauco.....	189	2-7	Bayamon.....	123	2-8

COOKING.

Instruction in cooking was continued in the high and grammar school at San Juan and extended to three other municipalities, viz, Rio Piedras, Juncos, and Yauco, during the past year. The total number of girls enrolled for this work in the above-mentioned towns was 159. Teachers with special preparation have had charge of the work at each place, and, with the exception of San Juan, the equipment has been furnished by the local school board.

The general course in cooking covers the following points: Essentials of domestic science, simple chemistry of foods, classification of foods, and daily average ratio, differences of food for different occupations, reasons for cooking, boiling, baking, sautéing, frying etc., making of menus, proportion of foods, cooking and serving meals, and practical work in the preparation of their own luncheons by the pupils.

In each town where cooking classes were established, the attitude of the general public was highly satisfactory, and as a result many pupils report that their parents have bought ovens and other utensils used in the schools in order to prepare their food at home as taught in the classes.

One town reports that next year a class in cooking will be held early in the morning before school begins in order to prepare coffee and bread to be sold at cost to the children who come to school without sufficient nourishment. Not infrequently children become faint in school for lack of food, and poor children who can not afford to pay for a cup of coffee will be given work after school hours.

The little that has been done along this line is sufficient to prove the necessity of extending this kind of instruction as rapidly as possible. The number of teachers able to give instruction in this branch will be greatly augmented, due to the large number of young ladies who are taking advantage of the courses in domestic science offered in the normal department of the University of Porto Rico.

To each of the continuation schools allotted for the coming year, a teacher will be appointed who is capable to teach cooking and sewing to the girls, and this work will be made obligatory. It is also hoped that the school boards in all towns where competent teachers are to be found will provide the necessary equipment in order that as large a proportion as possible of the girls enrolled in our graded school system may receive instruction in both cooking and sewing.

MUSICAL INSTRUCTION.

Special teachers of music have had charge of the musical education of all the pupils enrolled in the graded schools of San Juan, Ponce, and Arecibo. In all other schools of the island the regular room teacher gives instruction in this branch, but instruction is confined to the teaching of patriotic songs in both English and Spanish, and many wrote songs for use in connection with the opening and closing exercises and school festivals.

In 29 towns of the island, school bands are maintained by the local school boards. Each band is under the direction of a competent instructor, who gives instruction not only to members of the band but also to as many other boys as possible. As a rule the school bands play while the pupils march in and out of school and at all school entertainments. Not infrequently the bands give evening concerts on the public plazas.

During the past year the school boards have spent over \$7,800 for music, instruments, and salaries of instructors, and a sum equal to, or greater than, the above-mentioned amount has been raised by public subscription and donations from municipal councils.

The excellence of the school bands was demonstrated at the competitive contest of school bands held during the first insular fair, at which 11 different bands were entered.

Statistics of school bands.

Town.	Salary of band instructor.	Cost of instrument and supplies.
Carolina.....	\$225.00	\$288.79
Humacao.....	180.00	.....
Yabucoa.....	333.33	19.90
Arroyo.....	225.00	134.70
Patillas.....	180.00	13.42
Juncos.....	135.00	124.15
Gurabo.....	115.00	3.00

Statistics of school bands—Continued.

Town.	Salary of band instructor.	Cost of instruments and supplies.
Caguas.....	\$270.00	\$606.45
San Lorenzo.....	90.00	24.87
Salinas.....	163.33	.....
Santa Isabel.....	360.00	59.40
Cayey.....	90.00	.....
Comerio.....	90.00	200.00
Barros.....	135.00	89.42
Coamo.....	108.00	.....
Ponce.....	270.00	608.50
Yauco.....	200.00	44.58
Lajas.....	120.00	88.88
Cabo Rojo.....	162.00	119.94
Mayaguez.....	252.58	316.00
Las Marias.....	180.00	2.50
Rincon.....	.....	49.95
Aguada.....	97.50	314.65
Lares.....	80.00	.....
Arecibo.....	108.00	14.96
Manati.....	160.00	20.00
Vega Baja.....	65.00	7.25
Vega Alta.....	80.00	.....
Toa Baja.....	45.00	.....
Dorado.....	160.00	.....
Total.....	4,679.74	3,151.31

NIGHT SCHOOLS.

These schools have been maintained during the past year in every municipality of the island. The school law provides that the commissioner, upon application from 20 or more young persons unable to attend day school for justified reasons, may establish a night school and that adults may be admitted to such school when, in the judgment of the local school authorities, they are able to profit by the instruction offered, and their presence in the school does not operate to the exclusion of eligible young persons who desire admission. The night schools are intrusted to the care of day-school teachers, who receive extra compensation for this additional service.

As night schools can be conducted at a relatively small expense, it has been the policy of the department to establish them wherever there was reasonable prospect of success. In light of the results obtained in the night schools established in the rural sections during the past year and due to the repeated requests from young people in the country, who could not attend the day school, for an opportunity to learn the three R's, many more schools of this class have been in operation during that year than ever before.

A few night schools in the larger cities of the island have been conducted exclusively in English and the number of night schools in which English has been taught as a special subject has been greatly increased. In these schools the following branches are taught: Writing, arithmetic, language (both Spanish and English), elementary history, geography, physiology, and hygiene.

There is a 2-hour session each night, five nights in the week, for seven months. These schools open one month later than the other public schools and close one month earlier. In most towns the urban night schools are graded the same as the day schools, and in a few the flexible system of promotion is used. Separate night schools for males and females are maintained in the larger centers of population.

In a given rural district there is but one night school, and this resembles the rural schools in that a teacher is engaged in teaching two or three grades at the same time. Grading in these schools follows that of the rural schools. While most of the pupils are found in the first three grades, in nine towns instruction was offered in the subjects of the fourth grade, and in three fifth-grade work was offered. However, more than 66 per cent of the pupils enrolled on March 1, 1911, were found in the first grade.

In Ponce a night school in mechanical drawing has been in operation during the past year, but as it did not appeal to many persons outside the student body of the high school the attendance was small and the results accomplished not very satisfactory. Several supervising principals have recommended that sewing and manual training be introduced into the night school next year, and wherever possible it will be done.

During the first term of 1910-11 there were 262 night schools in operation, 273 in the second term and 245 in the third term. On March 1, 1911, when the annual school census was taken, there were 8,780 pupils enrolled in the night schools as compared with 4,962 on the same date of the year preceding. These pupils were distributed as follows:

Distribution, by age and sex, of pupils enrolled in night schools, Mar. 1.

Ages.	1910				1911			
	Boys.	Girls.	Total.	Per cent at each age.	Boys.	Girls.	Total.	Per cent at each age.
Over 18 years.....	1,446	94	1,540	31.0	3,343	222	3,565	40.6
18 years.....	346	47	393	7.9	661	106	767	8.8
17 years.....	254	45	299	6.0	401	88	489	5.6
16 years.....	331	54	385	7.8	508	152	660	7.5
15 years.....	399	93	492	9.9	623	166	789	9.0
14 years.....	423	112	535	10.8	592	165	757	8.6
13 years.....	306	107	413	8.3	490	125	615	7.0
12 years.....	357	142	499	10.1	503	139	642	7.3
11 years.....	103	43	146	2.9	156	53	209	2.4
10 years.....	113	53	166	3.4	138	41	179	2.0
9 years.....	37	13	50	1.0	31	16	47	.5
8 years.....	17	14	31	.6	31	14	45	.5
7 years.....	8	1	9	.2	7	7	14	.2
6 years.....	1	2	3	.1	2	2	4	.1
5 years.....	1	1	2	.0	1	1	2	.0
Total.....	4,142	820	4,962	100.0	7,486	1,294	8,780	100.0

Considering as adults those over 18 years of age, we find that of the total membership of 8,780, more than 40 per cent, or 3,565, could be classed as adults. This proportion of adults is considerably larger than it was for March 1, 1910, and is due principally to the opening of new rural night schools in districts where the young men and women had never enjoyed the privileges of a school. It should also be noted that of the 8,780 pupils on March 1, 1911, over 85 per cent were males, and of these almost 45 per cent were adults.

The annual enrollment in all night schools for the year 1910-11 was 15,138, as compared with 8,624 the preceding year, an increase of over 75 per cent. The average daily enrollment in night schools for the year was 7,815, or 52 per cent of the annual enrollment, as compared with 4,390, 51 per cent, the preceding year. This slight increase in the persistence of enrollment, considering the increase of over 75 per cent in the annual enrollment, is encouraging. As many of these pupils remained in school but a short time, and as the attendance was not regular, the results obtained in the day school can hardly be expected; yet the fact that 4,199 pupils covered in seven months the work of one school year, or nine months, as outlined in the course of study for the common schools, more than justifies the expense incurred.

A special course of study for grades 1, 2, and 3 of the night schools will be prepared for the next school year, and this will mean greater uniformity in the work and, we hope, better results than have been obtained in the past.

MILITARY INSTRUCTION.

Under date of March 21, 1911, the following circular letter was sent out to the supervising principals of the various districts of the island:

"Through the efforts of Maj. E. P. Lawton, commandant of cadets at the University of Porto Rico, uniformed cadet companies have been established in the high schools of San Juan and Ponce and have been provided with the regular arms furnished by the United States War Department. It is the desire of Maj. Lawton, and also of the department, that similar companies be established at other points on the island where a sufficient number of male pupils of age and size suitable for such an organization are to be found.

"Please let me know whether or not in your opinion a company of cadets could be established and maintained in any one of the municipalities within your district. It is probable that where it seems feasible to start the work it may be made compulsory for boys fulfilling the physical requirements. This is merely a preliminary survey of the island to see what is possible, and considerable time would be necessary before the company could be established and fully equipped with arms."

Largely as the result of the interest aroused by this letter the end of the school year saw military drill established in not less than 21 municipalities of the island, with a regiment of 1,089 boys under drill. The military organization has always been a familiar sight to the people of Porto Rico, and they seem to have an innate aptness for military tactics. The pupils, as a rule, have made very rapid progress in drill, with marked results so far as erectness of carriage and general tidiness of person is concerned.

Of the 21 companies throughout the island 13 are uniformed, while 7 are provided with guns. In some instances these are but wooden arms, not infrequently made by members of the companies themselves, but answering every purpose.

The following table shows the municipalities in which boys were under drill at the end of the last school year, together with certain other points regarding the formation of the companies.

It is hoped that before the end of another school year companies will have been established in other towns of the island and that the benefits of a summer encampment may be had.

In addition to the many companies here mentioned, many of the towns have companies of boys' scouts, not infrequently under one of the teachers as scout master.

Military drill.

Town.	Introduced.	Instructor.	Number of students.	Equipment.	How acquired.
San Juan.....	Feb. 1, 1911	Maj. Lawton.....	35	Uniforms, 48 Springfield rifles, 3 swords, armory.	United States, Department of Education, pupils.
Carolina.....	Dec. 1, 1910	Supervising principal.	55	Uniforms, leggings, hats.	Subscription.
Rio Grande.....	Oct. 1, 1910	.....do.....	60	Uniforms.....	Pupils.
Fajardo.....	May 1, 1911	Mr. Shea.....	60	Wooden guns, belts, uniforms, swords.	Subscription.
Yabucoa.....	Nov. 1, 1910	Policeman.....	100	.....	.....
Arroyo.....	Apr. 1, 1911	Corporal, insular police.	40	.....	.....
Cayey.....	Mar. 21, 1911	Sergeant, United States Army.	50	Uniforms.....	Parents.
Comerio.....	Nov. 1, 1910	Policeman.....	52	Uniforms, wooden guns.	School board, subscriptions.
Aguas Buenas..	Jan. 9, 1911	Teachers.....	52	Wooden guns, cornets.	Subscriptions.
Ponce.....	Dec. 1, 1910	Dr. Laguna.....	54	Uniforms, swords, Springfield rifles.	United States, pupils' concerts.
Guayanilla.....	Jan. 25, 1911	Chief of police.....	50	.....	.....
Penuelas.....	Feb. 2, 1911	.....do.....	35	.....	.....
Yauco.....	Oct. 1, 1910	Teacher.....	125	.....	.....
Cabo Rojo.....	.....do.....	.....do.....	20	.....	.....
Mayaguez.....	Oct. 1, 1910	.....do.....	120	.....	.....
Aguada.....	Apr. 15, 1911	Sergeant, insular police.	25	Uniforms, wooden guns.	Subscriptions.
Anasco.....	Apr. 30, 1911	Teachers.....	30	Uniforms, Remingtons.	Loaned by people and municipality.
Isabela.....	Mar. 1, 1911	Insular police....	28	Uniforms.....	Pupils.
Ciales.....	Jan. 1, 1911	Teachers.....	40	Uniforms, caps.....	Subscriptions.
Vega Baja.....	Mar. 1, 1911	.....do.....	30	.....	.....
Vega Alta.....	.....do.....	.....do.....	28	.....	.....
Total, 21 towns..	.....	.....	1,089	.....	.....

EXAMINATIONS.

The examinations conducted by the department during the school year 1910-11 were in charge of a board of examiners composed of the assistant commissioner, the three general superintendents, and the chief of the division of records. All examinations were uniform for the whole island, and much time and thought were devoted to the preparation of the questions for both teachers and pupils. The fact that the members of the examining board are in close touch with the schools and teachers of the island has made it possible to keep constantly in mind the needs of the schools and the ability of the teachers and pupils.

The general improvement in the results of the different examinations as compared with former years is especially gratifying. These results are due to (a) the course of study outlining the work of each grade to be covered each six weeks of school year, (b) better preparation on the part of teachers and pupils, (c) closer supervision on the

part of supervising officials, (d) examination questions based on the textbooks approved by the department, (e) greater care in recommending candidates for examination.

On the whole, the examination questions have been more difficult than those of former years, and greater rigidity has been exercised in the rating of the papers. The services of high and normal school teachers and of supervising principals have been obtained to correct the papers, and more uniform marking has resulted. In all examinations for eighth and ninth grade pupils and for teachers' licenses a general average of 75 per cent in all subjects is required. The provision is made, however, that candidates who are successful in at least half of the branches, but not in all, may receive credit in the branches in which 75 per cent or over is obtained. This credit is lost if the applicant is not wholly successful in the next succeeding examination.

Two examinations for the common-school diploma, which is granted upon completion of the eighth grade of the common schools, have been held in all towns where eighth grades were maintained during the year, one in September, 1910, and the other in June, 1911. The subjects required for this diploma are: Spanish language, arithmetic, geography, physiology, and hygiene, history of the United States and Porto Rico, and civics. The following table shows the results for these examinations:

Common-school diploma.

Number of candidates.	Number approved.	Number approved in some subjects.	Number of failures.	Per cent of failures.
1,373	973	173	227	16

Of the 1,373 candidates 157 took the examination in September, and the remainder, 1,216, in June. But 37, or 23 per cent, of the candidates for the September examination obtained the common-school diploma. This low percentage of successful candidates was due to lack of preparation during the summer months and also to a lack of rigidity in the admission requirements. The results of the examinations at the close of the school year are, however, completely satisfactory. Of the 1,216 candidates but 9 per cent were absolute failures, 77 per cent being successful in all subjects and 14 per cent passing some of the subjects.

Examinations for pupils enrolled in the ninth grade in continuation schools, which is equivalent to the first year of high school, were held twice during the year at the same time as the examinations for the common-school diploma. The subjects required are Spanish language and literature, English language and rhetoric, physical geography, ancient history, and algebra.

The results of the examinations for the ninth grade in continuation schools were as follows:

Number of candidates.	Number approved.	Number approved in some subjects.	Number of failures.	Per cent of failures.
189	146	29	14	7

Eleven candidates took these examinations in September and of these six were total failures. Of the 178 candidates in June, but 5 per cent failed in all subjects, whereas 81 per cent passed in the years' work and 14 per cent approved in some subjects.

Examinations for licenses as rural, graded, and principal teachers have been held twice during the year, in August and April. The subjects required for the rural license are English language, Spanish language, arithmetic, geography, history of the United States and Porto Rico, nature study, elementary physiology and hygiene, and methods of teaching. Candidates for the graded license must pass examinations in all subjects required for the rural license with the exception of methods of teaching, and in addition thereto in pedagogy and civil government of the United States and Porto Rico. Candidates for the principal's license must pass an examination in all of the subjects required for a license to teach in the graded schools as well as in elementary physics, Spanish literature, English literature, algebra, and geometry.

Candidates for the rural license must possess the common-school diploma or its equivalent. Candidates for the graded license must have had at least one year's

successful experience as a teacher and those for the principal's license at least two years' experience in teaching. The results of these examinations are evident from the following table:

Principal.				Graded.				Rural.			
Number of candidates.	Number approved.	Approved in some subjects.	Number of failures.	Number of candidates.	Number approved.	Approved in some subjects.	Number of failures.	Number of candidates.	Number approved.	Approved in some subjects.	Number of failures.
37	4	15	18	363	81	168	114	520	176	188	156

As will be seen the proportion of failures in the examinations for the principal's license was much greater than for either the graded or rural, the percentage of total failures being as follows: Principal, 49; graded, 31; rural, 30.

The law prescribes a progressive course of study in English for the Porto Rican teachers. The courses prescribed for the past school year were the elementary, based on Flounder's "Language and Grammar," the intermediate, based on "Guide Book to English, No. II," and the advanced, based on "Teacher's Manual for the Public Schools of Porto Rico," by Victor S. Clark, former president of the insular board of education. A carefully prepared outline, consisting of 25 lessons for each course, was placed in the hands of the teachers. The classes for the Porto Rican teachers were conducted by the American teachers or the supervising principals.

Examinations, both oral and written, in the different courses were held in May. Questions for both these examinations were prepared by the board of examiners. The written examination was conducted by the supervising principal and the oral examination by a board of three consisting of the supervising principal and two American teachers.

Those teachers who took the examination in English at the close of the summer institutes held in Rio Piedras and Mayaguez in 1910 and obtained ratings of 75 per cent or over, as well as all teachers holding a principal's license issued since 1904 and actually engaged as a principal teacher or supervising principal were exempted from the examination in May. All other Porto Rican teachers are obliged to pass the examination in English before being approved for a school for the year 1911-12.

No teacher is allowed to remain in the elementary or intermediate group for more than two years.

The following table shows the results for the examinations in English:

	Ad- vanced.	Inter- mediate.	Elemen- tary.	Total.
Took examination.....	493	573	166	1,232
Passed.....	491	561	157	1,209
Failed.....	2	12	9	23

Although the law does not require it, courses in Spanish were offered to the American teachers employed by the department. The courses were not obligatory, but the department recommended that as many American teachers as possible avail themselves of the opportunity to pursue a definite and practical course in Spanish. Two courses were offered: An elementary, based on "Spanish Simplified," by Knoflach, and an advanced, using as text "A Practical Course in Spanish," by Monsanto and Languellier.

At the close of the courses, written and oral examinations were given, uniform questions being prepared by the board of examiners, with the following results:

	Ad- vanced course.	Elemen- tary course.	Total.
Took examination.....	13	21	34
Passed.....	13	21	34

Examinations for this grade of license have been given by one or more of the general superintendents or a high official in the department on the occasion of their visits to the different towns of the island. No teacher is allowed to take this examination who does not hold the graded license and who is not recommended by the supervising principal. The object of this examination is to determine whether or not candidates are capable of teaching successfully all the subjects of the common-school curriculum using the English language as the medium of instruction. During the year 107 additional teachers holding the graded license have been authorized to teach in English during the school year 1911-12, which makes a total of 649 holding the English graded license at the present time.

As required by law, examinations for the permanent diploma as principal and graded teachers were held last August. In order to obtain the diploma as a principal teacher, one must hold the principal's license, have had in all five years' experience as a teacher in the schools of Porto Rico and pass examinations in all subjects prescribed for the principal's license, and in addition thereto in psychology and in the history of education. Candidates for the permanent diploma must be possessors of a certificate as principal or graded teacher, have had in all five years' experience as a teacher in the schools of Porto Rico and pass examinations in all subjects required for the graded license and in psychology and in history of education.

But two or three applications were received for this diploma, and no one was successful.

SCHOLARSHIPS.

The Legislative Assembly of Porto Rico has at various times made provision for the maintenance of deserving students at different educational institutions through the establishment of scholarships, until at present I doubt if there is a more complete system of scholarship support in vogue in any country. In fact, it is possible for the bright pupil in the remotest barrio within the island to be carried through to graduation at the best university in the United States entirely as a Government scholarship student.

Through legislation passed in 1908, school boards are empowered to use an amount of their funds not to exceed 5 per cent of the total for the purpose of maintaining in the graded schools of the urban center of the municipality pupils who have completed with credit the work of the rural schools. During the past year 28 such scholarship students have been maintained by 11 school boards at a total expense of \$2,124.63. This makes it possible for the bright child in the barrio to secure his eighth-grade diploma as a scholarship student in the urban center. Having received his eighth-grade diploma, there are open to him, through appointment by the commissioner of education, 80 scholarships, of an annual value of \$108 each, in the high schools of the island. Since the amount mentioned is actually paid over to the scholarship student in cash, and since there are no charges for tuition, textbooks, or supplies, it is quite possible for the student to maintain himself entirely upon his scholarship allotment.

In case the preference of the eighth-grade graduate leads him in another direction, there are open to him 40 scholarships in the agricultural department of the University of Porto Rico of the same value as the high-school scholarships. Deserving students hold these scholarships for the full four-year course of the Agricultural College, and are graduated as scientific agriculturists.

To students who have completed the first year in the high schools or continuation schools of the island—that is, have completed the ninth grade work in the school system—there are open 75 scholarships in the normal department of the University of Porto Rico, each of a value of \$200 annually. Graduation from this department of the university means immediate entrance into the corps of public-school teachers of the island with a practically assured income during good behavior.

To students completing the common-school course is also open another class of scholarships for study in Tuskegee Institute, Hampton Institute, or other institutions of a similar character in the United States. Twenty scholarship students are maintained in this class, each receiving an annual income from the Government of \$250.

The most desirable of all the scholarships maintained by the Government of Porto Rico are those providing for study in the colleges and universities of the United States, such scholarships being of an annual value of \$500. The law establishing these scholarships provided for 25 for men and 14 for women, though of recent years the annual appropriations have not provided for so large a number of either sex. The law requires that the commission entrusted with the appointment of such scholarship students shall in the case of men give preference to the students who wish to fit themselves as scientific agriculturists, engineers, or foresters. At present scholarship students of this class are pursuing courses in Columbia University, Cornell University, University of Pennsylvania, University of Illinois, University of Louisiana, Massachusetts Institute of Technology, and other prominent institutions of the United States.

Besides the foregoing classes of scholarship students maintained by the central government of Porto Rico, the Legislative Assembly, at its last session, passed legislation empowering the municipalities of the island, under certain restrictions, to maintain scholarship students in the colleges and universities of the United States out of their own funds. As yet no students have been sent to the United States under this bill, but a list of the higher institutions in the United States giving the courses prescribed by the bill has been sent to the municipal councils by the commissioner of education, and it seems probable some students may be sent to the United States under this bill for the coming school year. The law is as follows:

"An Act entitling municipalities of Porto Rico to maintain students in colleges and universities in the United States.

"Be it enacted by the Legislative Assembly of Porto Rico:

"SECTION 1. The municipalities of the first and second class, and, with the approval of the governor, municipalities of the third class, are hereby empowered to support, from public funds at their disposal, young men in the colleges and universities of the United States, for the purpose of pursuing courses leading to degrees in the following subjects:

"Agriculture, agronomy, forestry, and the various branches of engineering.

"SEC. 2. The institutions to which these young men shall be sent, as well as the courses of study which they pursue, shall be approved by the commissioner of education, and no appointments shall become effective until such approval is obtained.

"SEC. 3. There shall be sent to the commissioner of education from the authorities of the college or institution at which the said students are in attendance a quarterly report of the conduct and advancement of each student so attending, and it shall be the duty of the commissioner of education to send a copy of said report to the municipality that made the appointment.

"SEC. 4. Under the foregoing conditions municipalities of the first class are empowered to maintain not more than two students. Municipalities of the second class not more than one student. Municipalities of the third class not more than one student with the approval of the governor.

"SEC. 5. Each student thus appointed shall receive the sum of \$360 annually from the treasurer of the municipality making the appointment, payments to be made in four (4) equal quarterly instalments, the first to be paid on July 1 or as soon thereafter as the appointment is made. The succeeding payments on October 1, January 1, and April 1.

"SEC. 6. Appointments shall be made for but one year, but may be renewed annually by the municipality that effected said appointment, with the approval of the commissioner of education; provided that no student shall receive more than three such renewals.

"SEC. 7. This bill shall take effect on July 1, 1911."

SUPERVISION.

Almost from the beginning of military government the educational authorities devoted particular attention to the supervision of schools. Some time in the year 1899 the island was divided into 16 districts, and an equal number of officers, known as English supervisors, were appointed. Their salary was \$50 per month, in addition to which they received certain allowances for traveling expenses. As determined by the insular board of education the duties of the supervisors were as follows:

1. To hold teachers' meetings for instruction in English and methods.
2. To render a monthly report upon all schools of their district, including special reports upon enrollment, methods, condition of school buildings and surroundings, the program followed in the school, the progress made in individual subjects.
3. To pay the teachers their monthly salary checks.
4. To distribute and keep account of all text-books and Government supplies for the district.
5. To preside at the quarterly examinations given by the insular board of education for teachers and for students desiring to enter secondary schools.

6. To act as a direct representative of the insular board in securing school buildings, in seeing that the school laws are enforced, in seeing that buildings conform with the requirements of the school laws, in stimulating local action in the way of securing school supplies, and in investigating the multitude of petitions and complaints pertaining to the schools of the different municipalities.

The first school law enacted under the insular government, in 1901, continued the office of English supervisor, changing the name to superintendent of schools. No particular duties were assigned to superintendents, who should be "subject to the commissioner in all respects."

The school law of 1903, a very elaborate document marking a distinct advance over the previous school law, states as follows the duties of the superintendents of schools:

"Superintendents of schools shall be at all times under the immediate control and guidance of the commissioner of education, who shall prescribe their duties. They shall, in every respect consistent with the welfare of the schools, cooperate and assist their respective school boards in the performance of their duties under the law. They shall receive the cordial support and assistance of the officers and the members of the school boards and of the teachers of the schools in the district and of the parents of the children in their schools, and their functions as representatives of the commissioner of education shall be respected and obeyed. They shall be furnished by their school boards with a suitable office for the transaction of their public business or office rent in lieu thereof, but with no house rent. They shall make an annual report to the commissioner of education on the condition of the schools in their district. Said report shall be presented June 1 of each and every year. They shall make such additional reports, statistical or otherwise, as the said commissioner may direct."

These duties, with few changes, have continued to the present time. The number of districts organized first, 16, continued till the year 1902, when the number was increased to 19, with the exception of the year 1904, in which it was reduced to 18.

As has been stated elsewhere in this report, through legislation passed in the session of 1908 the island was newly districted and provision made for 43 supervising officers for the year 1909-10. By the terms of the law this number will increase automatically. The title of the new supervisory officer is "supervising principal." Arranging for a future increase in school districts, the municipalities of the island were numbered in a sequence from 1 to 66, the number of the headquarters municipality being the number of the district. Through this plan the numbering of the districts is not at present continuous.

The following list shows the municipality or municipalities in each of the 43 districts, together with the supervising principal of the district. In each district the first municipality named is the headquarters:

1. San Juan, Carey Hickie.
2. Río Piedras, Trujillo Alto, Cecil E. Stevens.
3. Carolina-Loiza, R. H. Richardson.
4. Río Grande, Rafael W. Ramirez.
5. Fajardo, R. B. Barlow.
6. Naguabo, E. N. Lydick.
7. Humacao, H. F. Rockey.
8. Yabucoa-Maunabo, Andrés Rodríguez.
9. Arroyo-Patillas, Fernando Valera.
10. Juncos-Gurabo, Celestino Benítez.
11. Caguas San Lorenzo, Teho. L. Morin.
12. Guayama, José G. Padín.
13. Salinas-Santa Isabel, Charles L. Lang.
14. Cayey-Cidra, Manuel Negrón.
15. Comerio-Naranjito-Aguas Buenas, P. N. Ortíz.
16. Aibonito-Barranquitas, J. G. Ginorio.
17. Barros, Ismael Maldonado.
18. Coamo, Ramiro Colón.
19. Juana Díaz, Frank E. Swart.
20. Ponce, Charles H. Terry.
21. Guayanilla-Penuelas, Francisco Rodríguez.
22. Yauco, M. G. Nin.
23. San German, George H. Hamor.
24. Cabo Rojo, Francisco Vincenty.
25. Mayaguez, M. A. Ducout.
26. Maricao-Las Marias, Geo. V. Keelan.
27. Añasco-Rincon-Aguada, Carlos Urrutia.
28. Lares, W. H. Thomas.
29. San Sebastian, Miguel Rodríguez Cancio.
30. Aguadilla-Moca, I. Roy Hanna.
31. Isabela-Quebradilla, C. J. Kelley.
32. Utuado, J. R. Buterbaugh.
33. Adjuntas, James L. Drew.
34. Camuy-Hatillo, J. E. Castillo.
35. Arecibo, F. Ray Moomaw.
36. Manatí, Jos. C. Morin.
37. Ciales, Frederick Yates.
38. Vega Baja-Vega Alta, John P. Blanco.

- 39. Corozal-Morovis, Donald M. Gilbert.
- 40. Toa Baja-Toa Alta-Dorado, Charles A. Piper.
- 41. Bayamon, W. A. Barlow.

TEACHERS' CONFERENCES.

During the past year 179 conferences of teachers have been held throughout the island, with an average attendance of 989 teachers, an average of 4.3 conferences per district, with 23 teachers in attendance at each. In addition there have been held a large number of smaller meetings of teachers for the purpose of discussing in greater detail the work of certain grades.

The programs sent in to the department denote a distinct tendency to avoid pedantic discussions and to get down to the real problems that confront teachers in classroom work. The topics are few enough in number so that each one may receive thorough consideration. Especial interest has been aroused this year by the introduction of experience meetings, question boxes, and round table discussions.

An important feature of this year's teachers' conferences has been the continuance of the model class conducted by a normal graduate or by one of the stronger teachers. Weaker and less experienced teachers thus have an opportunity to observe the practical application of the best methods and to learn how to improve their own work. When the children are dismissed, the teacher in charge leads in discussing the methods employed and the results obtained.

As a rule the conferences are conducted wholly in English, for the majority of the teachers are steadily acquiring facility in the use of the language and welcome every opportunity for practice. There is, however, no requirement as to the language to be used. We attach the greatest importance in these conferences to the interchange of ideas in a free and thorough discussion, regardless of the medium of expression.

Whenever it has been possible, a member of the department has been present at the teachers' conferences to assist in the discussions and to promote the sentiment of solidarity throughout the school system. Athletic contests, competitive drill of the cadets, baseball games, picnics, and informal social functions have frequently been held during the year at the time of the conferences. The meetings sometimes take the form of a literary contest between different towns and include speeches from representative citizens.

ANALYSIS OF SCHOOL CONDITIONS.

NOMENCLATURE.

In a study of the school statistics of different States confusion often arises from the lack of uniformity in the use of terms, and the value of statistics for purposes of comparison is impaired by the lack of uniformity in compiling them. In order that the schools of Porto Rico may be effectively grouped in numerical statements the following definitions of the different terms used are given:

Total enrollment is equivalent to total number of pupils enrolled during the school year, exclusive of duplicates. These are the original enrollments and do not include pupils previously (during the same year) enrolled in any school or town of the island.

Average daily enrollment is the same as "average number belonging" or "average membership." A pupil who leaves school without intention of returning is immediately dropped from the roll. He no longer belongs to the school. If a pupil for any other reason is absent for five consecutive school days, he is marked absent for the five days and then temporarily withdrawn or dropped from the roll until his return. The *average daily enrollment* is found by adding the number of pupils enrolled each day and dividing the sum, which is the "aggregate enrollment," by the number of school days in the year. The length of the school year in Porto Rico is uniformly nine months, except in night schools, which function during seven months. The number of days, exclusive of holidays, was therefore 136 in the night schools and 175 in all other schools. Thus the average daily enrollment for any city or town or for the island is the average number of pupils belonging to all the schools in the group under consideration for 136 days in the night schools and for 175 days in all others.

In actual practice, however, the average daily enrollment is found in the way mentioned above for each of the three terms separately, and then dividing the sum of these averages by three, gives approximately the same result for the entire year.

Average daily attendance is the average number of pupils actually present each day the schools were in session and is found by the same process as the average daily enrollment. An erroneous method which makes a better showing is that of finding the average daily attendance as well as the average daily enrollment in each school separately and adding the results. This method must be employed in finding the average

attendance in groups of schools having a school year of different lengths; but when a school is open for only a part of the legal school year it should not have the same weight in computing average attendance and enrollment as a school that has been open the full time. For example, a school having an average enrollment of 56 is open for 100 days. It forms part of a system in which the length of the school year is 175 days. Its average daily enrollment is properly four-sevenths of 56, or 32; and it is so reckoned in the statistics for Porto Rico.

The term "school" is variously used to designate a building containing several rooms (or even a group of buildings under one management), the pupils—whether one group or more than one—enrolled under one teacher, or a group of pupils in the care of a teacher. For the purposes of our statistics, however, "school" always means a group of pupils in the care of a teacher. It may be that a given group of pupils receives instructions from several teachers, as when the departmental system is used, but the group counts as one school.

In most school systems the number of schools is equal to the number of schoolrooms, except in the high schools, where classrooms are used for recitation, but not for study. In Porto Rico a large number of the teachers have one group of pupils in the morning and a different group in the afternoon. These teachers are considered as teaching two schools each, and such teacher is said to have "double enrollment." Thus it will be seen that the number of schools is far in excess of the number of teachers having charge of rooms. It may be well to note in passing that some of these teachers who have two day schools, or double enrollment, teach night schools also, thus making three schools taught by the same teacher. Thus it is evident that the number of schools is equal to the number of teachers having charge of rooms plus the number of double enrollments.

The term "schoolroom" is used to designate all the different day-school pupils under one teacher. The number of schoolrooms is equal to the number of teachers having charge of rooms exclusive of principals and special teachers of music, drawing, agriculture, etc. A slight inaccuracy arises here owing to the fact that in a few towns, where the number of schoolrooms is insufficient to accommodate all pupils who wish to attend even after establishing the double enrollment plan, two teachers with their respective pupils make use of the same schoolroom, thus forming what is called the "interlocking system." One teacher, for example, may have his classes from 8 to 10, and from 12.30 to 2.30, the other from 10.15 to 12.15, and from 2.45 to 4.45, and each of these teachers may have double enrollment, thus making four day schools taught in the same room. Thus, the number of schoolrooms is not quite equal to the number of teachers having charge of schools, but the difference is so slight as to be negligible.

The average daily enrollment, and not the total enrollment, is used as the basis in computing the percentage of attendance. The purpose is to show to what extent irregularities of attendance for trivial causes exist and not to take into consideration continuous absences of five days or more, which are likely to be caused by sickness or other justifiable reasons, or permanent withdrawals.

The age of pupils is that given at the time of entering school.

COMMON SCHOOLS.

The average number of schools and teachers in the common-school system was about the same for each of the three terms of the school year 1910-11, as may be seen from the following statement:

	Common schools.					Teachers.		
	Graded.		Rural.		Total.	In charge of rooms.	With-out rooms.	Total.
	Rooms.	Double enrollment.	Rooms.	Double enrollment.				
First term.....	692	199	957	662	2,510	1,649	23	1,672
Second term.....	693	206	955	750	2,604	1,648	24	1,672
Third term.....	692	205	952	667	2,516	1,644	24	1,668
Average.....	692	203	955	693	2,543	1,647	24	1,671

The average number of graded schoolrooms shows an increase of 21 over the preceding year, and the number of double enrollments in graded schools, an increase of 75. The number of rural schoolrooms is 62 in excess of the previous year, and the

number of rural schools on double enrollment has increased by 158. The total number of common-school teachers was increased from 1,645 to 1,671. Thus, although the number of teachers shows an increase of but 26, there was an increase of 233 common schools. It is gratifying to note that the number of teachers has been more stable for the entire year than ever before. During the summer the school boards were urged to have all schools opened the first day of school and notified that if after 15 days' warning schools still remained unopened, the commissioner of education would appoint the necessary number of teachers to fill the vacancies. As a result of the cooperation on the part of the school boards, every school allotted to the different municipalities was opened before the end of the first school month.

At the close of the school year there were 1,665 teachers in the common schools, or six less than the average number for the year. Of these 1,665, 701 were found in the graded schools and 964 in the rural schools. In the graded schools there was a preponderance of female teachers—443 as compared to 258 males—but in the rural schools the reverse was true—521 males and 443 females. These proportions are in marked contrast with the first years after the American school system was established in Porto Rico, when the males greatly outnumbered the females. In 1902, for example, 65 per cent of the 923 teachers then employed were males, as compared to but 47 per cent for the past year. The preponderance of males in the rural schools is to be expected since it is the natural result of rural conditions. However, the proportion of female teachers in the rural schools is gradually increasing. This is due to two causes: First, better roads and facilities in the rural districts, and, second, the increasing prosperity of the island making the career of school teacher less attractive to men. There are better rewards for men in the mercantile and agricultural undertakings which are drawing the younger men away from the profession.

Another feature which must prove an impediment to concentrated effort and to the securing of the best results in the graded schools is that of combining two or more grades under one teacher. The school law requires a minimum average attendance of 35 in each and every graded school and as the number of pupils enrolled in any one of the upper grammar grades in the majority of municipalities is not sufficient to comply with the law, combinations are unavoidable. During the past year 17 eighth grades were taught separately as compared with 49 taught in conjunction with other grades. For the seventh grade the figures were 21 and 61, and for the sixth grade, 28 and 71. In very few places, however, are more than two grades in the graded school system combined and as the enrollment in the upper grades is increasing rapidly, this necessary evil of combined grades will in the near future be reduced to a minimum.

ENROLLMENT.

The number of pupils belonging to the schools of a given system can be measured by the total enrollment, the average daily enrollment, or by the actual enrollment at given dates. Of these figures, the least significant, and especially so when duplicates are not excluded, is the total enrollment. For the year just closed the total enrollment in common schools, exclusive of duplicates, in the graded schools was 46,173, and in the rural, 82,280, making a total for the common schools of 128,453. As compared with the previous year we find an increase of 6,266, or 15 per cent, in the graded and 10,650, or 15 per cent, in the rural schools.

The average daily enrollment is a much more reliable test of a school system. This was 39,337 for the graded schools, and 64,178 for the rurals, or a total of 103,515. These figures show an increase of 5,779, or 17 per cent, in the graded schools and 10,479, or 19 per cent, in the rural, as compared with the previous year.

The greater increase in per cent in average daily enrollment compared with the total enrollment is encouraging since it indicates better utilization of the school plant. This is still better shown by the average daily enrollment per school and per teacher, which for the graded schools was 45.4 and 58.1, respectively, and for the rural schools 40.3 and 69.6 for the past year. The average daily enrollment per school for the previous year was 43 in the graded and 38.4 in the rural. As stated before, the apparent difference between schools and teachers is due principally to schools with double enrollment counting as two schools in charge of one teacher.

ATTENDANCE.

The average daily attendance for all graded schools during 1910-11 was 36,800, as compared with 31,200 for 1909-10, an increase of 18 per cent. For the rural schools the figures were 58,348, as compared with 48,571, or an increase of 20 per cent. The average daily attendance per school and teacher in the graded system were 42.4 and 54.3, respectively, and for the rural schools, 36.7 and 63.4.

Comparing the average daily enrollment with the average daily attendance for the past year we find that the percentage of attendance in the graded schools was 93.5, as compared with 93.2 the preceding year, and 91.2 in the rural schools, as against 90.8 the previous year.

AGE AND SEX OF PUPILS.

In the graded schools the boys are on the whole more numerous than the girls. This preponderance of boys is to be found at all ages from 5 to 18, with the exception of 5, 15, 16, 17, and 18, when the number of girls is slightly in excess. The following table shows the distribution by age and sex of the pupils enrolled in the graded schools on March 1, 1911, as compared with March 1, 1910:

Ages.	1910				1911			
	Boys.	Girls.	Total.	Per cent at each age.	Boys.	Girls.	Total.	Per cent at each age.
Over 18 years.....	28	30	58	0.2	49	47	96	0.2
18 years.....	94	109	203	.6	108	124	232	.5
17 years.....	211	272	483	1.4	297	334	631	1.5
16 years.....	507	583	1,090	3.1	553	659	1,212	2.9
15 years.....	917	981	1,898	5.4	1,060	1,121	2,181	5.3
14 years.....	1,455	1,423	2,878	8.3	1,628	1,571	3,199	7.7
13 years.....	1,896	1,833	3,729	10.7	2,222	2,123	4,345	10.5
12 years.....	2,557	2,269	4,826	13.8	2,854	2,583	5,437	13.1
11 years.....	2,135	2,020	4,155	11.9	2,254	2,112	4,366	10.5
10 years.....	2,328	2,131	4,459	12.8	2,572	2,366	4,938	11.9
9 years.....	1,695	1,638	3,333	9.6	1,965	1,960	3,925	9.5
8 years.....	1,604	1,530	3,134	9.1	2,318	2,244	4,562	11.0
7 years.....	1,352	1,337	2,689	7.7	1,812	1,670	3,482	8.4
6 years.....	744	725	1,469	4.2	1,092	1,052	2,144	5.2
5 years.....	217	187	404	1.2	365	376	741	1.8
Total.....	17,740	17,118	34,858	100.0	21,149	20,342	41,491	100.0

Coming to the rural schools we find the preponderance of boys over girls still more marked than in the graded schools. This is shown in the following table:

Ages.	1910				1911			
	Boys.	Girls.	Total.	Per cent at each age.	Boys.	Girls.	Total.	Per cent at each age.
Over 18 years.....	16	11	27	.....	26	10	36	0.1
18 years.....	65	29	94	0.1	66	25	91	.1
17 years.....	114	47	161	.3	104	51	155	.2
16 years.....	263	154	417	.7	316	193	509	.7
15 years.....	819	412	1,231	2.1	1,037	593	1,630	2.3
14 years.....	1,759	983	2,742	4.6	2,275	1,288	3,563	4.9
13 years.....	2,851	1,804	4,655	7.8	3,471	2,250	5,721	8.0
12 years.....	5,043	3,162	8,205	13.7	5,973	3,932	9,905	13.8
11 years.....	4,234	2,954	7,188	12.0	4,567	3,230	7,797	10.9
10 years.....	5,475	3,924	9,399	15.7	5,698	4,126	9,824	13.7
9 years.....	3,594	2,603	6,197	10.4	4,264	3,243	7,507	10.5
8 years.....	4,436	3,208	7,644	12.8	5,533	3,825	9,358	13.1
7 years.....	3,930	2,834	6,764	11.3	4,868	3,628	8,496	11.9
6 years.....	2,146	1,881	4,027	6.7	2,935	2,435	5,370	7.5
5 years.....	560	537	1,097	1.8	879	793	1,672	2.3
Total.....	35,305	24,543	59,848	100.0	42,012	29,622	71,634	100.0

NUMBER OF YEARS IN SCHOOL.

If all children passed to the next higher grade regularly at the end of each year, the grade in which the child appeared would indicate the number of years he had been in school. But many causes prevent this ideal progression of all children in a given system, and the following tables will show to what extent some pupils have been retarded and also to what extent some of them have been able to progress more rapidly than one grade per year.

Distribution, by years in school and grades, of pupils enrolled Mar. 1, 1911.

A. GRADED SCHOOLS.

Grades.	Number of years in school.										More than 10.	Total.
	1	2	3	4	5	6	7	8	9	10		
8.....			1	5	29	125	423	585	112	23	2	1,305
7.....			4	11	109	393	889	235	24	6		1,671
6.....			13	63	438	1,304	444	49	7			2,318
5.....		6	49	547	1,872	858	95	14	2			3,443
4.....		21	464	2,561	1,162	200	18	1				4,427
3.....	5	309	3,279	2,097	354	35	7	1				6,087
2.....	150	4,181	3,836	697	73	3						8,890
1.....	7,576	4,980	727	63	4							13,350
Total.....	7,731	9,447	8,373	6,044	4,041	2,918	1,876	885	145	29	2	41,491

B. RURAL SCHOOLS.

6.....						11	5	1				17
5.....		1	12	81	242	84	20	7	2	1		450
4.....	2	23	344	1,374	788	171	39	8			1	2,750
3.....	23	629	4,397	2,614	694	151	26	6				8,540
2.....	626	7,550	5,646	1,232	227	27	9	1				15,318
1.....	28,462	13,512	2,246	290	47	1	1					44,559
Total.....	29,113	21,715	12,645	5,591	1,998	445	100	23	2	1	1	71,634

Advance of pupils enrolled Mar. 1, 1911, as shown by the number of years in school.

A. GRADED SCHOOLS.

Grades.	Number of pupils that have spent—				Total.	Percentages.			
	Less than 1 year in each grade.	One year in each grade.	More than 1 year in each grade.			Less than 1 year in each grade.	One year in each grade.	More than 1 year in each grade.	
			1 year behind.	2 years or more.				1 year behind.	2 years or more.
8.....	583	585	112	25	1,305	44.7	44.8	8.6	1.9
7.....	517	889	235	30	1,671	30.9	53.2	14.1	1.8
6.....	514	1,304	444	56	2,318	22.2	56.3	19.1	2.4
5.....	602	1,872	868	111	3,443	17.5	54.4	24.9	3.2
4.....	485	2,561	1,162	219	4,427	11.0	57.9	26.2	4.9
3.....	314	3,279	2,097	397	6,087	5.2	53.9	34.4	6.5
2.....	150	4,131	3,836	773	8,890	1.7	46.5	43.1	8.7
1.....		7,576	4,980	794	13,350	.....	56.8	37.3	5.9
Total..	3,165	22,197	13,724	2,405	41,491	7.6	53.5	33.1	5.8

B. RURAL SCHOOLS.

6.....		11	5	1	17		64.7	29.4	5.9
5.....	94	242	84	30	450	20.9	53.8	18.7	6.6
4.....	369	1,374	788	219	2,750	13.4	50.0	28.6	8.0
3.....	652	4,397	2,614	877	8,540	7.6	51.5	30.6	10.3
2.....	626	7,550	5,646	1,496	15,318	4.1	49.3	36.8	9.8
1.....		28,462	13,512	2,585	44,559		63.9	30.3	5.8
Total..	1,741	42,036	22,649	5,208	71,634	2.4	58.7	31.6	7.3

Advance of pupils enrolled Mar. 1, 1910, as shown by the number of years in school.

A. GRADED SCHOOLS.

Grades.	Number of pupils that have spent—				Total.	Percentages.			
	Less than 1 year in each grade.	One year in each grade.	More than 1 year in each grade.			Less than 1 year in each grade.	One year in each grade.	More than 1 year in each grade.	
			1 year behind.	2 years or more.				1 year behind.	2 years or more.
8.....	437	362	83	10	892	49.0	40.6	9.3	1.1
7.....	553	571	170	18	1,312	42.1	43.5	13.0	1.4
6.....	553	911	382	43	1,889	29.3	48.2	20.2	2.3
5.....	483	1,553	767	102	2,905	16.6	53.5	26.4	3.5
4.....	515	1,968	1,247	250	3,980	12.9	49.5	31.3	6.3
3.....	347	2,860	2,115	401	5,723	6.1	50.0	36.9	7.0
2.....	198	4,031	3,078	685	7,992	2.5	50.4	38.5	8.6
1.....		5,534	3,956	675	10,165	.....	54.4	38.9	6.7
Total..	3,086	17,790	11,798	2,184	34,858	8.9	51.0	33.8	6.3

B. RURAL SCHOOLS.

5.....	52	64	25	20	161	32.3	39.8	15.5	12.4
4.....	292	950	472	225	1,939	15.1	48.9	24.3	11.7
3.....	666	3,332	2,001	796	6,795	9.8	49.0	29.5	11.7
2.....	481	6,907	4,250	1,449	13,087	3.7	52.7	32.5	11.1
1.....		23,893	11,878	2,125	37,866		63.0	31.4	5.6
Total..	1,491	35,116	18,626	4,615	59,848	2.5	58.7	31.1	7.7

GRADES AND AGES OF PUPILS.

The age of the pupils is an important element in the school problem, and especially so when taken in connection with the grades or the stage of advancement in the school work. In the graded schools the maximum number of pupils is found at the age of 12, although all the ages from 6 to 16 are quite generally represented, as is shown by the following tables:

Distribution, by grades and ages, of pupils enrolled in graded schools Mar. 1, 1911.

Ages.	Grades.								Total.
	Eighth.	Seventh.	Sixth.	Fifth.	Fourth.	Third.	Second.	First.	
Over 18 years.....	65	23	1	4	1	1	1		96
18 years.....	138	60	20	6	6	2			232
17 years.....	277	203	103	29	13	4	2		631
16 years.....	339	322	297	140	70	29	11	4	1,212
15 years.....	276	492	527	442	257	122	45	20	2,181
14 years.....	153	347	634	796	649	371	198	51	3,199
13 years.....	48	104	467	957	1,058	925	550	176	4,345
12 years.....	7	54	192	694	1,109	1,456	1,273	655	5,437
11 years.....	2	6	66	286	758	1,171	1,354	723	4,366
10 years.....			8	78	387	1,097	1,900	1,468	4,938
9 years.....			3	9	103	634	1,577	1,599	3,925
8 years.....				1	16	247	1,384	2,914	4,562
7 years.....						31	533	2,917	3,482
6 years.....							62	2,082	2,144
5 years.....								741	741
Total.....	1,305	1,671	2,318	3,443	4,427	6,087	8,890	13,350	41,491

From the above table it will be seen that more than 52 per cent of the 41,491 pupils enrolled in the graded schools of the island on March 1, 1911, were over 10 years of age. This percentage is much higher than that for many cities of the United States, and is undoubtedly due to the fact that the pupils were obliged to enter school here later on account of the lack of school facilities in former years. Although the number of schools has more than doubled in the last four years, there are still many children who can not be admitted for lack of accommodation.

It is interesting to note, however, that the average age of the pupils in the different grades is decreasing gradually, as is evident from the following statement:

Average age of pupils in each grade.

	Eighth.	Seventh.	Sixth.	Fifth.	Fourth.	Thrd.	Second.	First.	Graded schools.
1909.....	15.8	15.2	14.4	13.5	12.6	11.6	10.5	8.6	10.97
1910.....	16.0	15.1	14.3	13.4	12.5	11.5	10.2	8.3	10.93
1911.....	16.0	15.1	14.2	13.2	12.4	11.3	10.1	8.1	10.74

In the rural schools we find also that the largest number of pupils is found at the age of 12 years, although the number 10 years of age is almost as large. Whenever a new school is opened in a barrio which never had school facilities, we must expect the average age of pupils to be higher than in a rural district where a school has been functioning for several years. However, the percentage of pupils over 10 years of age (41) is less than that for the graded schools.

Distribution, by grades and ages, of pupils enrolled in rural schools Mar. 1, 1911.

Ages.	Grades.						Total.
	Sixth.	Fifth.	Fourth.	Thrd.	Second.	First	
Over 18 years.....		4	3	15	8	6	36
18 years.....		3	14	26	29	19	91
17 years.....	1	11	37	41	49	16	155
16 years.....	3	27	87	150	153	89	509
15 years.....	8	64	271	502	451	334	1,630
14 years.....	4	110	571	1,129	981	768	3,563
13 years.....		105	651	1,665	1,709	1,590	5,721
12 years.....		88	652	2,117	3,211	3,837	9,905
11 years.....	1	28	299	1,400	2,618	3,451	7,797
10 years.....		9	138	956	2,860	5,861	9,824
9 years.....			22	402	1,713	5,370	7,507
8 years.....			5	124	1,130	8,099	9,358
7 years.....				13	352	8,131	8,496
6 years.....					53	5,317	5,370
5 years.....					1	1,671	1,672
Total.....	17	450	2,750	8,540	15,318	44,559	71,634

The average age of pupils in each grade of the rural schools shows a slight decrease during the past three years, as may be seen from the following table:

Average age of pupils in each grade.

	Sixth.	Fifth.	Fourth.	Thrd.	Second.	First.	Total.
1909.....		14.0	12.5	12.4	11.2	9.1	9.90
1910.....		14.0	13.1	12.1	11.1	8.9	9.93
1911.....	14.8	13.5	12.9	12.2	11.1	8.8	9.87

Distribution, by grades and sex, of pupils enrolled Mar. 1, 1911, as compared with Mar. 1, 1910.

A. GRADED SCHOOLS.

Grades.	1910				1911			
	Boys.	Girls.	Total.	Per cent in each grade.	Boys.	Girls.	Total.	Per cent in each grade.
Eighth.....	427	465	892	2.6	617	688	1,305	3.1
Seventh.....	619	693	1,312	3.8	741	930	1,671	4.0
Sixth.....	885	1,004	1,889	5.4	1,142	1,176	2,318	5.6
Fifth.....	1,470	1,435	2,905	8.3	1,767	1,676	3,443	8.3
Fourth.....	2,101	1,879	3,980	11.4	2,289	2,138	4,427	10.7
Thrd.....	2,897	2,823	5,723	16.4	3,089	2,998	6,087	14.7
Second.....	4,034	3,958	7,992	22.9	4,519	4,371	8,890	21.4
First.....	5,307	4,858	10,165	29.2	6,985	6,365	13,350	32.2
Total.....	17,740	17,118	34,858	100.0	21,149	20,342	41,491	100.0

Distribution, by grades and sex, of pupils enrolled Mar. 1, 1911, as compared with Mar. 1, 1910—Continued.

B. RURAL SCHOOLS.

Grades.	1910				1911			
	Boys.	Girls.	Total.	Per cent in each grade.	Boys.	Girls.	Total.	Per cent in each grade.
Sixth.....					15	2	17	
Fifth.....	104	57	161	0.3	294	156	450	0.6
Fourth.....	1,293	643	1,939	3.2	1,719	1,031	2,750	3.9
Third.....	4,203	2,592	6,795	11.3	5,346	3,194	8,540	11.9
Second.....	7,797	5,290	13,087	21.9	8,971	6,347	15,318	21.4
First.....	21,809	15,957	37,866	63.3	25,667	18,892	44,559	62.2
Total.....	35,206	24,542	59,848	100.0	42,012	29,622	71,634	100.0

FLEXIBLE PROMOTIONS.

In harmony with the best school systems of the States, considerable attention has been given to a study of the question of the retardation of pupils. The figures of promotions, while comparing favorably with those of large cities, were not entirely satisfactory and an attempt was made to better conditions by the introduction of the plan of flexible promotions, already well tried out in many places in the States. After a trial of over a year the consensus of opinion of the supervising principals was in favor of the plan as a practical means of the solution of this problem.

The plan pursued was, in brief: (1) The course of study was divided for each year into six groups of six weeks both for graded and rural schools. This gave a short period to be covered at a time, the exact amount being indicated by pages of textbooks and by detailed directions to the teachers. (2) The pupils of each grade were rearranged so that in each of the two groups to a room were only those of the same degree of advancement. This regrouping was at first only tentative, but in time became fairly stable. Each group was allowed to advance at the rate at which it could do the work well. Thus the groups gradually drew apart, the strongest groups covering a six weeks' period in less time, the slowest requiring more, but all working at their best. It was not intended that the interval between groups should be or remain uniform, though this has in many cases resulted. (3) Each six weeks those who had shown marked ability, usually only a few at a time, were advanced to the next higher group, while those who could not keep the pace set by the rest of the class were put back into the next lower group. As far as possible the pupils did not change teachers or rooms, as it was recognized that this was not beneficial to young pupils. Not more than two groups were allowed in a room. In this way a constant regrading was carried on during the year, the aim being always to get pupils in each group where they could best do the work, all at the same rate. Of course the plan was not feasible above the fourth grade, except in a few of the largest towns, the upper grades not having enough to form more than one group. But it is in these lower grades where the greatest retardation has occurred in the past and where the largest number of pupils are found who are behind the normal advancement.

This year, the second in which the plan has been in operation, it is possible to secure more exact data and greater accuracy in results. Reports from 48 towns are summarized as follows:

Grades.	Pupils advanced more than 1 year.	Per cent.	Pupils advanced 1 year.	Per cent.	Pupils advanced less than 1 year.	Per cent.	Pupils not advanced who entered 6 or more weeks late.	Per cent.	Per cent promoted.	Per cent not promoted who were 1 full year in grade.	Total of pupils advanced.
I.....	1,149	8.6	6,141	45.7	6,136	45.7	2,704	20.3	54.7	25.0	13,426
II.....	1,032	13.8	4,106	54.9	2,335	31.3	778	10.4	68.7	20.9	7,473
III.....	591	11.8	3,310	65.7	1,135	22.5	371	7.4	77.5	15.1	5,036
IV.....	422	11.8	2,475	68.6	711	19.6	195	5.3	80.4	14.3	3,608
V.....	249	9.7	1,892	73.7	430	16.7	155	6.0	83.3	10.7	2,571
VI.....	250	12.6	1,377	69.5	354	17.9	29	1.5	82.1	16.4	1,981
VII.....	115	7.9	1,119	77.0	220	15.1	24	1.6	84.9	13.5	1,454
VIII.....	71	5.8	1,039	81.4	106	12.8	20	1.8	87.2	11.0	1,216
Total.	3,879	10.5	21,459	58.4	11,427	31.1	4,256	11.6	68.9	19.5	36,765

An analysis of these figures shows that 10.5 per cent of the pupils were able to cover more than one year's work in a year, while of those who were in the grade a full year, only 19.5 per cent failed to pass. But this does not mean that these last will have to repeat a whole year's work, as each child is in a group of pupils at the same stage of advancement and will be promoted to the next higher grade as soon as his group has covered the work of the year in the course of study, regardless of the time of year. Of the 9,000 in grades 1, 2, and 3 who did not pass, probably four-fifths have finished two terms of work and will take up the next higher grade in January. Of the 31.1 per cent who did not do a year's work during the year, 11.6 per cent entered school too late to reasonably expect to pass at the end of the year. This leaves 19.5 per cent failing who might have been expected to pass.

The fairly large percentage of pupils doing more than a year's work in the upper grades is due to the fact that this regrading has not been in operation long enough to produce a uniform basis in these grades and to the additional fact that it is the brighter pupils who remain in school the longest, so that the enrollment in these grades is the pick of the school system. The superior ability of these pupils is shown by the decrease of failures as we go higher in the grades.

The general feeling throughout the island on the part of parents and pupils, as well as teachers and supervising principals, is that in the flexible promotion plan we are enabled to do greater justice to the individual child and that the consistent application of this plan will result in a steadily decreasing retardation throughout the system.

The rural schools present an entirely different problem: The attendance is more irregular because the trails are almost impassable at certain times of the year, and because many children are employed in picking coffee during the harvest, which is generally well under way when the school opens and continues until the 1st of January. Moreover, the enrollment in rural schools is as a rule large—in many cases over 100—with two sessions and three or more grades. The flexible promotion plan can not be used under the circumstances. But it is believed that a large enrollment in these schools, even with a slower advancement, is at the present time a better use of the public money than the reverse.

INSTRUCTION IN ENGLISH.

English as a medium of instruction in the various branches of the common-school curriculum was first introduced during the year 1905-6, when 74 schools were taught entirely in this language. Since its introduction there has been a widespread interest in the English language and a very general desire on the part of both pupils and parents to have the schools conducted entirely in English wherever possible. In accordance with this desire the number of schools to be taught with English as a medium of instruction has increased gradually year by year. This growth is evident from the following statement:

Graded schools taught.	1905-6	1906-7	1907-8	1908-9	1909-10	1910-11
Wholly in English.....	74	202	288	442	607	659
Partly in English.....	86	187	128	64	67	31
Schools with English as a special subject or with no English.....	340	113	147	157	4	5
Total graded schools.....	500	502	563	663	678	695
Percentage wholly in English.....	15	40	51	67	90	95
Percentage partly in English.....	17	37	23	10	10	5

Before the opening of the school year 1909-10 no rural schools were taught wholly in English. During that year 124 rural teachers, at their own request, were given permission by their supervising principals to conduct all their classes in English. The results were so satisfactory that during the past year the number of rural schools conducted wholly in English was increased to 154. In 222 rural schools some subjects other than English were taught in English, and in but 2 per cent of the rural schools was no English whatever taught.

The following table shows the progress of English in the rural schools during the past three years:

Rural schools taught.	1908-9	Per cent.	1909-10	Per cent.	1910-11	Per cent.
Wholly in English.....			124	15	154	16
Partly in English.....	183	20	209	22	222	23
English as a special subject.....	152	17	597	64	564	59
Schools with no English.....	571	63	4	1	13	2

During the coming school year over 550 Porto Rican teachers who hold the English graded license will impart instruction in the various branches of the graded-school curriculum entirely in English, as compared with 449 the preceding year. The use of English as a medium of instruction has developed to such an extent in the graded schools that at the present time there is not a single one in the island in which no English is taught, and only three in which instruction in the different branches is given in Spanish, with English as a special subject. As the few kindergartens established in the island are conducted in English, it can be said that a Porto Rican child may receive all his instruction in English from the time he enters the kindergarten until he receives his high-school diploma. Thus the prophecy made by Dr. Falkner in his report for 1906-7, to the effect that the time was not far distant when the graded schools throughout the island would be taught exclusively in the English language, has been realized. The result obtained in the use of English in our schools is all the more noteworthy as it has been brought about largely through the efforts of the Porto Rican teachers, who have rapidly qualified themselves to teach in English through constant effort, attendance at the summer institutes, and by taking the courses of English offered by the department during the school year. The status of the English work for the year 1910-11, as compared with 1909-10, can be seen from the following statement:

Table showing to what extent schools are taught in English.

	Rooms taught wholly in English.		Rooms taught partly in English.		English as special subject only.		No English.	
	1910	1911	1910	1911	1910	1911	1910	1911
By teachers of English.....	133	129	6	2	3	2		
By English graded teachers.....	307	449	18	13				
By graded teachers.....	167	81	43	16	1	3		
Total of graded rooms.....	607	659	67	31	4	5		
Per cent of graded rooms.....	89.5	94.8	9.9	4.5	0.6	0.7		
Rural rooms.....	124	154	209	222	597	564	4	13
Per cent of rural rooms.....	13.3	16.2	22.4	23.3	63.9	59.2	0.4	1.3
All common schools.....	731	813	276	253	601	569	4	13
Per cent of common schools.....	45.4	49.3	17.1	15.4	37.3	34.5	0.2	0.8

Since schools and grades are not identical, a further analysis of the use of English as a medium of instruction in the grades is interesting, and for the purpose of demonstrating the remarkable progress made the first table below, taken from the commissioner's report for the year 1906-7, is inserted. The second table gives the number of grades taught in English for the past school year.

English teaching in grades of graded schools (first term, 1906-7).

	Grades.								Total.
	8	7	6	5	4	3	2	1	
All in English by American teachers.....	9	12	17	20	13	13	10	1	95
Partly in English by American teachers.....	1	3	4	8	12	13	9	2	52
All in English by Porto Rican teachers.....		4	4	6	23	32	58	11	138
Partly in English by Porto Rican teachers.....	1	8	15	23	28	34	47	54	210
As a special subject by American teachers.....	4	4	6	9	16	21	20	24	104
Grades in which no English is taught.....					1	1	2	71	75
Total.....	15	31	46	66	98	114	146	163	674

English taught by grades of graded schools (including urban rural), 1910-11.

	Grades.							Total.
	8	7	6	5	4	3	2	
Grades taught wholly in English—								
By teachers of English.....	56	60	49	23	9	3	3	207
By English graded teachers.....	7	14	32	66	92	98	124	588
By graded teachers.....			5	15	15	24	31	121
By urban rural teachers.....				7	11	18	34	145
								1,061
Grades taught partly in English—								
By teachers of English.....	1	1	1	1	1	2		7
By English graded teachers.....				2	2	4	5	13
By graded teachers.....			1	2	7	8	3	21
By urban rural teachers.....				1	3	6	6	25
								66
English taught as special subject—								
By teachers of English.....			1	3	2	1	1	8
By English graded teachers.....						1		1
By graded teachers.....					1	2		3
								12
Grades with no English.....								5
Total.....	64	75	89	120	143	167	207	1,144

But 233 grades in the urban schools for 1906-7 were taught entirely in English by Porto Rican and American teachers, as compared with 1,061 in 1910-11. This increase of more than 355 per cent in five years is a little short of marvelous. From the two foregoing tables the following derivative statement showing the percentage of the different grades, as regards instruction in English, will serve to bring out the essential facts:

Grades.	Grade teaching in English by—				Special teaching.		No English.	
	American teachers.		Porto Rican teachers.					
	1907	1911	1907	1911	1907	1911	1907	1911
Eighth.....	66.6	89.1	6.7	10.9	26.7			
Seventh.....	48.4	81.3	38.7	18.7	12.9			
Sixth.....	45.7	56.2	41.3	42.7	13.0	1.1		
Fifth.....	42.4	20.0	43.9	77.5	13.7	2.5		
Fourth.....	26.9	7.0	54.9	90.9	17.2	2.1	1.0	
Third.....	22.8	3.0	57.9	94.6	18.4	2.4	.9	
Second.....	13.0	1.4	71.9	98.1	13.7	.5	1.4	
First.....	1.8	1.4	39.9	96.8	14.7		43.6	1.8

It is the general testimony of the supervising principals that the teaching of the lower grades in English is far more effective when done by the Porto Rican teachers authorized to teach in that language than when done by Americans. It is equally true that the American teachers obtain better results in the upper grammar grades than Porto Ricans, although in some instances seventh and eighth grades have been taught by the latter with very good results. The number of Porto Rican teachers in charge of upper grades will gradually increase as greater efficiency in the use of the English language is acquired.

TEACHERS' LICENSES.

During the school year 1910-11, 2,186 persons held licenses issued by the department of education. Divided into classes the licenses are as follows:

Principals.....	176
English graded.....	649
Graded.....	310
Rural.....	878
English.....	135
Special.....	38

Included in the above are the licenses issued to the students who were graduated from the normal department of the University of Porto Rico at the close of the school year; also the licenses issued after the examinations held in the month of April. A small percentage of the persons who received licenses at that time secured schools for the remainder of the school year, but the greater number of these teachers, as well as all those who received their licenses at the close of the normal session, do not properly belong to the teaching force of this year, although they have been included in all of the tables. This makes the number counted as "not teaching" considerably in excess of the actual number holding licenses throughout the year and not engaged in public-school work.

There are no actual figures at hand to show the number of persons holding licenses and not engaged in some kind of educational work, either as teachers in private schools or students in the normal school or in the United States, but the number is relatively small. Some have entered other departments of the Government or taken up other lines of work, while a few have been under suspension for various causes.

Licenses are issued in the first instance for one year and the teachers must be assigned to the third salary class, exception being made in the case of students who have finished one of the courses of the normal school. These receive their licenses for two years and are placed immediately in the second salary class. A license can not be renewed for one of the longer periods until the teacher has had a renewal for the preceding shorter period, and only upon satisfactory evidence of successful experience. A teacher may not be advanced to the second salary class until he has taught three years, and not to the first until he has taught five years and be the possessor of the life diploma. To secure the life diploma an experience of five years is necessary and an examination in certain special subjects, in addition to the subjects required for the original license, exception being made in the case of normal graduates of the four-year course, who have had two years' successful experience.

The following tables show the terms of the licenses and the salary classes, the origin of the licenses, and the distribution of teachers:

	Terms of licenses.				Salary classes.			
	One year.	Two years.	Three years.	Five years.	First class.	Second class.	Third class.	Special salary.
Principal.....	57	39	61	19	14	84	33	² 45
English graded.....	80	310	222	37		532	116	² 1
Graded.....	179	104	24	3		184	119	² 7
Rural.....	524	300	45	9		445	433	
English.....	¹ 135							² 135
Special ³	¹ 38							² 38
Total.....	1,013	753	352	68	14	1,245	701	226

¹ Licenses of English and special teachers are issued for one year only.

² Supervising principals, special and English teachers receive special salaries.

³ High and continuation school teachers, music, drawing, etc.

Origin of licenses.

	Renewals.	Examination.	Diploma from normal department University of Porto Rico.	Diploma from normal school, United States.	Diploma from college or university, United States.	Diploma from high school, United States.	State county, or city certificate, United States.	Previous issue.
Principal.....	128	4	8	5	6			25
English graded.....	149	134	63					303
Graded.....	183	31	32					64
Rural.....	599	86	39					154
English.....	56	6		12	29	19	13	
Special.....	17			5	9		7	
Total.....	1,132	261	142	22	44	19	20	546

Distribution of teachers.

	Super- vising prin- cipal.	Prin- cipal.	English graded.	Graded.	Rural.	English.	Special.	Not teaching.
Principal.....	42	14	57	19	6	4	8	26
English graded.....			416	47	89		1	96
Grade 1.....				62	184		7	57
Rural.....					737			141
English.....						135		
Special.....							38	
Total.....	42	14	473	128	1,016	139	54	320

A further classification of the teachers was made this year, when they were divided into three classes according to the proficiency of their work as shown by the reports kept in the department. These classes are known as "A," "B," and "C." Included in the first are all teachers whose work is eminently successful; in the second, those whose work is successful but not of as high a grade as that of class "A," and in the third, those whose work is unsatisfactory.

In making this classification careful consideration was given to the entire record of each teacher as well as to the reports and recommendations for the present year by the supervising principals and the general superintendents.

The unclassified teachers are those who were not engaged in public-school work this year. Teachers of English, special teachers, and supervising principals are not included in this classification, since they are appointed directly by the commissioner.

The complete regulations will be found under "Classification of teachers" in the Rules and Regulations of the Department.

SCHOOL CELEBRATIONS.

The custom of celebrating legal and school holidays has always been observed in the Porto Rican schools, and during the past year the celebrations were unusually successful. Parents do not visit the schools as a rule, all the more so since the instruction in graded schools is in English and so not intelligible to the most of them. The school entertainments, however, serve not only to impress upon the children the ideas and ideals inherent in the day itself, but also to provide a suitable occasion for parents to come into closer contact with school work and its motives.

Thanksgiving Day, Arbor Day, celebrated the day following Thanksgiving, and Washington's Birthday are observed as holidays in all the schools. To these have been added Tuberculosis Day, the Friday before the day designated by the governor as Tuberculosis Sunday, and Memorial Day.

For the celebration of Arbor Day a pamphlet containing suitable selections was prepared and sent out to the teachers. Letters from the governor and the commissioner in reference to the meaning of the day and the importance of an interest in trees and in the beautification of the school ground were read in every school, and every effort was made to inculcate the need for the planting of trees and the improvement of home and school surroundings.

Reports show that more than 10,000 trees and shrubs of different kinds were planted by the school children of the island on November 25, 1910. In every municipality the day was celebrated in both town and country schools, and in many instances addresses were delivered by prominent citizens. In a number of reports mention is made of the planting of trees by the children about their own homes. The number of trees so planted is not known, but more importance will be given to this feature in coming years until every boy and girl in Porto Rico shall have planted at least one tree or shrub at home. In one district both morning and afternoon exercises were held in order to accommodate double sessions. In another district a general cleaning up of the school and its surroundings formed a part of the day's exercises. In not a few schools the children were given seeds of trees to be planted first at home and to be transplanted later and placed on the school property. The United States experiment station cooperated with us by supplying seeds and in some cases potted plants. Another feature of the celebration of Arbor Day in several towns was the beautifying of the plaza by the school children and the making of frames by the boys to protect the trees planted.

Parents' Day is celebrated at some time near the close of the year, no special date being fixed by the department. On this day model classes and exhibits of work are

given special prominence, the intention being to let the parents see the actual progress the pupils have made in their work. Parents' Day has been well received and now has its recognized place among school celebrations. The attendance of the parents has been especially gratifying this year. In some cases it was necessary to suspend the regular work because the attendance was too great to allow room for the classes.

The celebration of the other holidays was carried on in the usual manner, the exercises consisting of selections, songs, and addresses by prominent citizens.

SUMMER INSTITUTES.

Due to the success of the summer institutes of the past two years and the interest that the teachers of the island have shown in them, it was decided to continue the work along the same lines. As in previous years two institutes are being held, one in Rio Piedras under the direction of the University of Porto Rico and the second in Ponce under the department of education. In the former the teaching force is drawn largely from the members of the regular faculty of the university and in the latter from the corps of supervising principals of the island.

The institutes of the summers of 1909 and 1910 were largely in the nature of an experiment, it being doubtful if the teachers of the island would attend in sufficient numbers after the novelty had worn off to make it expedient to continue the work, at least in two places. There are many reasons why teachers should have the three months of summer as a vacation time, to say nothing of the extra expense incurred when they go to another town to study. This summer, however, proves that there is a real demand for summer institutes. The teachers have responded in large numbers and the enrollment this year is larger than ever before; in fact it is too large to be handled well with the equipment and corps of teachers at our disposal. The enrollment at Rio Piedras on July 31 was 391 and at Ponce 333.

The work appeals to the teachers from several standpoints: First, those who are working for a higher grade of license can take work for eight weeks under special teachers to fit themselves for advancement; second, prospective teachers are admitted and imbibe some of the professional atmosphere that marks a gathering of teachers in addition to preparing themselves for the examinations for licenses; third, courses in English for Porto Rican teachers are given on the course of study prescribed by law in the elementary, intermediate, and advanced groups, and those who passed the examination last year or were exempt and who attend regularly and obtain a mark of at least 75 per cent in the examination at the close will not only be excused from attendance on these classes during the year but will be passed at the end of the school year 1911-12, while those who did not take the examination or who failed are given the opportunity to prepare for the second examination to take place at the close of the session; fourth, American teachers who stay through the summer have opportunity to take special work in Spanish; fifth, teachers who are working for the English graded license have the opportunity to practice in the model schools during the session under the direction of an experienced teacher; and, sixth, teachers of all classes who wish to spend some time in picking up new ideas and methods of work find plenty of opportunity to do so in the classes and observation work given in the model schools.

One of the most encouraging features of the institutes this summer is the attitude with which the teachers view their work. At the first institute two years ago many teachers attended with the idea that attendance was all that was necessary. Consequently the classes dragged, since many made little or no attempt to study. This summer, however, the attitude is one of deep interest and industry. They have come to work and the difference is felt by both teacher and student.

Another encouraging feature is the large proportion of teachers with graded or English graded licenses who are enrolled. It was feared at first that these institutes might develop into a sort of training school for those who were preparing to pass examinations for a higher grade of license. The English graded teachers constitute about one-fourth of the number enrolled this summer and a very small per cent of them are planning on taking the examination from the principal's license. The great majority are here simply for the sake of self-improvement.

The brevity of the course and the crowded conditions render it impossible to pay as much attention to the social side of life as is desirable. However, nearly every week a lecture or entertainment of some sort, usually connected in some way with school work, has been planned. The teachers have already had the pleasure of a talk on the "Economic importance of birds" from Messrs. Crawley and Van Dine of the experiment station at Rio Piedras, a lecture from General Supt. Hernández on the teaching of Spanish, and are expecting Dr. Grubbs and Mr. Van Dine to give an illustrated lecture on "The mosquito" before the end of the institutes.

Opportunity is offered during the summer institute both to students of the normal department of the university and to teachers of the island to take work that will be credited to them toward the elementary certificate or the diploma of the normal department. A great many are taking advantage of this opportunity and in this way the number of normal trained teachers throughout the island will be increased yearly and opportunity will be offered to those who could not afford to give up their work for a year or two to have the advantage of a professional education.

SCHOOL SAVINGS BANKS.

There were deposits in June, 1910, amounting to \$8,883.13, divided among 9,404 depositors, or an average individual bank account of 95 cents a pupil.

Realizing the rapidity with which the school saving system was growing and what in another year it might become, the department, during the past school year, issued orders to limit the system to town schools. Further, no provision being possible for bonding the supervising principals, except at their own expense, it seemed best to recommend a curtailment of the system with the idea of eliminating the possibility of financial difficulties which would most assuredly place the department of education in the spot light of public criticism and censure.

So that during the school year 1910-11 there has been a general feeling of timidity about starting the saving system in those municipalities where it was not installed, and also 15 of the 31 towns have discontinued the system, leaving at the close of the school year but 16 towns operating school banks.

There can be no question but that the school savings banks are desirable. Of course flaws may be found in the management of them, under the regulations at present in vogue; but the first step toward providing funds to pay for bonding the supervising principal of each district, with a contingent fund to pay for stamps and money-order charges (incidental to banking the deposits), will be a long step in the right direction in the solution of the problem of carrying on a safe and secure school saving system in Porto Rico.

During the period of the recent insular fair several hundred school children were enabled to attend, through having saved up their money in school banks. They not only enjoyed themselves fully, but at the same time obtained ideas helpful in furthering their progress in the schools. Here in Porto Rico, where there is no thought of the needs of the morrow, the lesson of saving can not be too forcibly impressed on the coming generation; but until legislation is adopted recognizing and providing for the future of the banks, our work is at a standstill.

School savings-bank system.

Towns.	School depositors.	Individual accounts opened.	Amounts of individual accounts.	Total deposits.
Adjuntas.....	112	12	\$64.27	\$201.82
Aguas Buenas.....	10			2.78
Albionito.....	34	3	16.00	74.47
Añasco.....	262	27	139.78	414.03
Ciales.....	47	12	36.57	58.07
Coamo.....	354	5	18.25	192.00
Coarierio.....	38	1	2.59	63.00
Guayanilla.....	234	9	40.71	337.69
Gurabo.....	210	8	26.65	162.22
Humacao.....	542	18	111.43	245.46
Juana Díaz.....	50	3	10.00	33.00
Luncos.....	178	3	16.68	95.24
Lares.....	342			487.36
Naranjito.....	71	3	9.82	50.79
Peñuelas.....	117	2	9.23	93.57
San German.....	424	4	17.75	464.24
Total.....	3,025	110	519.73	2,975.80

Average deposit per pupil of 98 cents.

SCHOOL LIBRARIES.

The library movement, inaugurated about January 1, 1909, had resulted by the end of that year with a total of 81 libraries with 9,038 volumes in either rural or graded schools. The figures for the year just closed are 239 libraries with a total of 39,716

volumes. Only seven municipalities are without libraries in their graded schools, and only four without libraries in either graded or rural schools. In addition to school libraries, there are in the island 10 libraries open to the general public, containing 23,297 volumes. The largest of these is the Insular Library, in San Juan, supported by insular funds and containing about 15,000 volumes. This makes a grand total of 65,013 volumes accessible to the school children throughout the island. In a number of towns funds have been raised for school libraries by giving school fiestas or entertainments. Frequently the department has recommended that books in Spanish be purchased. As stated last year, the number of books in this language, especially suitable for children, is not large, and some difficulty has been found in making up a serviceable list. The rapid increase of the number of pupils who can read English, it is hoped, will soon make the large list of juvenile books in English available for general reading. In Ponce funds were secured to purchase well-selected libraries in Spanish numbering 381 volumes. The graded-school libraries are in most cases kept in one of the schoolrooms, which is open to the pupils for reading and study for a couple of hours each evening, usually in charge of a teacher. This has had a decided influence in securing better school work as well as keeping the children off the streets at night. The careful reading of a story book in English can not but result in a more rapid acquisition of this language and a better understanding of school work. As the department has no funds available for purchase of books for general reading, it is compelled to rely largely upon private donations. Any contribution of books or magazines can be utilized at once. The steamship lines running to the island have offered to transport any packages for such purpose free of charge. To sum up, this feature of the school work has made a steady, but not spectacular progress during the year, while general interest seems to be as great as in the past.

Statistics for school libraries.

Town.	Graded schools.		Rural schools.		
	Number of volumes.	Cost of maintenance.	Number of libraries.	Number of books.	Number of books drawn.
San Juan.....	1,000				
Rio Piedras (2).....	4,245	\$1,600.00	1	80	45
Trujillo Alto.....			1	50	
Carolina.....	62				
Loíza.....	175	15.05			
Rio Grande.....	235		1	239	113
Fajardo.....	300				
Naguabo.....	300	92.00	1	24	
Vieques.....	390				
Humacao (3).....	422		19	1,461	727
Yabucoa.....	200	140.00			
Arroyo.....	260		2	95	
Patillas.....	257	100.00	1	95	10
Juncos.....	400	15.00	4	320	130
Gurabo.....	390	132.00	3	350	300
Caguas.....	402	90.00	7	133	115
San Lorenzo.....	250		6	127	95
Guayama.....	300				
Salinas.....	233	45.00	5	109	
Cayey.....	350				
Cidra.....	230		2	107	46
Comerio.....	500	186.17	2	99	
Agua Buenas.....	82	60.99	1	44	
Naranjito.....	434	5.70	1	56	
Aibonito.....	357	40.12	8	747	1,062
Barranquitas.....			6	278	298
Barros.....	154	4.05	5	249	
Coamo.....			5	623	240
Juana Diaz.....	300	100.00			
Ponce (3).....	1,781	150.00			
Guayanilla.....	125				
Peñuelas.....	90				
Yauco (2).....	1,660	608.50	16	324	797
San German.....	948	100.00	8	655	2,138
Lajas.....	650		8	286	
Sabana Grande.....	145		6	150	
Cabo Rojo.....	358		2	85	
Mayaguez.....	735	90.00			
Maricao.....	884		2	98	20
Las Marías.....	323		3	154	28
Añasco.....	1,158	2.00	2	132	174
Rincon.....	267				
Aguada.....	600	6.00			

Statistics for school libraries—Continued.

Town.	Graded schools.		Rural schools.		
	Number of volumes.	Cost of maintenance.	Number of libraries.	Number of books.	Number of books drawn.
Lares.....	353		8	366	
San Sebastian.....	987	\$45. 00	1	45	43
Aguadilla.....	213		10	330	
Isabela.....	105				
Quebradillas.....	60		2	236	400
Utua.....	50		4	244	127
Adjuntas.....	650		5	716	342
Camuy.....	830	128. 80			
Hatillo.....	538	154. 96			
Arecibo.....	1, 500	144. 00	7	500	
Manatí.....	911	390. 00	3	149	152
Ciales.....	250		3	240	
Vega Baja.....	234	5. 00			
Vega Alta.....	239				
Corozal.....	131		2	89	
Morovis.....	103		2	95	
Toa Alta.....	70				
Dorado.....	135		1	70	10
Bayamon.....	175				
Total (65).....	29, 486	4, 450. 34	174	10, 230	7, 412

SCHOOL PLAYGROUNDS.

Since the playground movement in the various towns of the island was instituted by the department of education in 1908, steady progress has been made.

The following table shows the development of this phase of our work for the past three years:

School year.	Acres of land set aside for playgrounds.	Number of towns with playgrounds.	Amount of money spent for playgrounds.	Number of children using playground.
1908-9.....	24	27	\$3, 000	5, 000
1909-10.....	50	45	8, 250	15, 000
1910-11.....	58	52	19, 746	18, 420

The municipal councils have very generously cooperated in the movement by donating land to the school boards in many instances and by providing funds for equipment. In not a few instances private individuals and corporations have demonstrated their desire to have the Porto Rican children given an opportunity for spontaneous play by donating or loaning land so that the children could enjoy free outdoor exercise, without danger from passing vehicles, and by giving either apparatus or money. In several towns the school boards bought land for the playground. The public plazas in a few towns have been changed into recreation centers through the kindness of the municipal authorities. At the present time very few towns of the island, at most eight, have not provided in some way or other a place for the boys and girls to play; and more or less apparatus.

For the most part the apparatus used in the different playgrounds has been made by local carpenters who used native wood wherever possible. This has made the first cost of the equipment very low as compared with the prices charged by manufacturers of steel apparatus and also reduced the cost of transportation to a minimum. Quite a few school boards have, however, provided large playgrounds fully equipped with the most modern steel apparatus and, as the cost of repairing the homemade apparatus is considerable, due to the constant wear and tear, it would seem advisable to purchase steel equipment wherever the school boards have sufficient available money.

In six towns—San Juan, Rio Piedras, Humacao, Santa Isabel, Yauco, and Manatí—teachers with special training have supervised the children while at play. In all other municipalities acting principals, teachers of English or graded teachers have offered their services gladly and have cooperated heartily in providing a pleasant and profitable pastime for their pupils outside of class hours.

The playgrounds have been open, as a rule, before and after school hours and during recesses. In at least one town the children are allowed to utilize the playground during the evening on moonlight nights.

The establishment of playgrounds in connection with the country rural schools is an encouraging feature of the movement in favor of the physical welfare of the Porto Rican children. In several municipalities playgrounds with good equipment have been provided for every rural school in the district and the number of rural playgrounds will increase rapidly in the next few years. As most rural schools have double enrollment, the children who receive their three hours of instruction in the forenoon can devote the afternoon hours to natural play in the open air, and those who attend school in the afternoon have the forenoon hours for exercising their muscles.

I have been pleased to note that parents in a few instances have provided play grounds equipped with swings, slides, etc., for their children on the grounds about their homes.

Our national game of baseball continues to hold first place as a group game for the Porto Rican boys, and as one travels over the island groups of boys with improvised bats and balls can be seen on the hillsides, if a level space is not handy, thoroughly enthusiastic over their game. There is hardly a town without its baseball team, and in some districts teams have been formed by boys in the rural schools and interesting games played with the graded-school team.

Contests between the teams of adjoining municipalities have been more frequent during the past year than in former years, and in every instance a hearty spirit of rivalry has prevailed. The boys are learning to become good losers as well as good winners. This spirit of true sportsmanship as demonstrated in the athletic contests held is one of the most encouraging results of the playground movement.

The annual athletic meet for boys of the high and grammar school of the island was held March 24 and 25, 1911, at the new athletic field, at Ponce. This field, comprising 5 acres of land, is completely equipped for baseball, field, and track athletics, and tennis. Thousands of parents and children occupied the grandstands and great interest and enthusiasm were displayed by all during the two days' contest. The Ponce School band furnished music throughout the contests and winners and losers alike left the field in the best of spirits.

Basket ball, tether ball, volley ball, and tennis are being introduced quite rapidly and as soon as they are understood by the girls and boys will become a close second to baseball.

At the first insular fair, held at San Juan, February 23-28, the department was able through the courtesy of A. G. Spalding & Bro. to display a model public-school playground showing the most modern improvements in playground apparatus. Each day during the week of the fair, except on Sunday, from 10 to 12 and from 3 to 5, classes of pupils gave exhibitions on the apparatus under the direction of two supervisors of playgrounds. In this way the thousands of people who attended the fair had an opportunity of seeing a thoroughly equipped playground in operation and the results will undoubtedly be felt in all parts of the island.

I wish to take this opportunity of expressing my appreciation to supervising principals, teachers, and municipal councils, school boards, and patrons of the schools for the interest which they have displayed in this important phase of our educational work.

Statistics for public-school playgrounds.

Town.	Land acquired.	Amount expended.	Number of children using playground.	Apparatus acquired.
	<i>Acres.</i>			
San Juan.....	$\frac{1}{2}$	\$2,700.00	1,200	2 kindergarten pavilions, tent and appliances, giant strides, 2 frames with swings, climbing poles, ropes, rope ladders, wood ladder, etc.; teeter ladders, jumping standards and take-off with pit, vaulting poles; baseball outfits; basket-ball outfits, medicine balls, rubber and iron quoits, sand boxes, wands, dumb bells, outfits for kindergarten games, etc.
Rio Piedras.....	$1\frac{1}{2}$	500.00	530	Frame with swing, wood-ring ladder, rope ladder, flying rings, pole, climbing rope, vaulting standards, jumping standards, tennis outfit, basket-ball outfit, quoits, sand bins, seesaws, vaulting pole, baseball outfit, slides.

Statistics for public-school playgrounds—Continued.

Town.	Land acquired.	Amount expended.	Number of children using playground.	Apparatus acquired.
	<i>Acres.</i>			
Trujillo Alto.....	1	\$20.00	100	Frame with swings, ladders, ropes, etc.
Carolina.....	$\frac{1}{2}$	272.00	550	Giant strides, baseball and basket-ball outfits.
Loíza.....	$\frac{1}{2}$	40.00	200	Baseball outfit, basket ball, croquet set, football.
Río Grande.....	$\frac{1}{2}$	23.80	250	Baseball outfit, bean bags, medicine balls.
Fajardo.....	2	700.00	500	2 grand stands, hurdles, jumping standards, vaulting poles, swings, trapeze, rings, boxing gloves, baseball outfit, basket-ball outfit, football, tether-ball, tennis outfits, quoits, Indian clubs, dumb-bells.
Naguabo.....	(1)	47.40	50	Baseball outfit.
Vieques.....	2 $\frac{1}{2}$	784.72	500	Two frames with swings, ladder, rings, climbing pole and rope, 4 seesaws, vaulting and jumping standards, tether pole, baseball outfit, grand stand, basket-ball outfit.
Humacao.....	$\frac{1}{2}$	200.00	970	Baseball and basket-ball outfits, swings, vaulting poles, jumping ropes, giant stride, parallel bars, hammock swings, etc.
Yabucoa.....	1	100.00	400	Swings, rings, seesaws, trapeze, rope ladder, slides, etc.
Maunabo.....	$\frac{1}{2}$	30.65	100	Basket-ball and baseball outfits.
Patillas.....	1	80.00	340	Baseball outfit, seesaws, swings, rings, quoits, vaulting poles, trapeze, jumping standards.
Arroyo.....	$\frac{1}{2}$	112.00	300	Seesaws, vaulting pole, jumping standard frame with rings, swings, climbing poles, rope ladders, baseball outfit, quoits.
Juncos.....	$\frac{1}{2}$	180.00	400	Giant stride, vaulting pole, seesaw, medicine ball, trapeze, climb rope, quoits, rings, basket-ball outfit, baseball outfit, jumping standards.
Gurabo.....	$\frac{1}{2}$	138.00	400	Giant stride, vaulting pole, seesaw, medicine ball, quoits, iron pins, flying rings, basket-ball and baseball outfits.
Caguas.....	(1)	115.00	300	Baseball outfits, twelve shot, vaulting pole, spiked shoes for races, hurdles, jumping standards.
San Lorenzo.....	(2)	15.00	50	Baseball outfit.
Guayama.....	$\frac{1}{2}$	276.35	300	Baseball outfit, jumping standards, gymnasium outfit, tennis, vaulting pole, medicine balls, quoits.
Salinas.....	(1)	160.00	525	Baseball outfit, basket-ball, 12 swings, 4 seesaws.
Santa Isabel.....	$\frac{1}{2}$	742.00	475	Swings, trapeze, flying rings, slides, giant strides, seesaws, merry-go-round, miniature Ferris wheel, sand boxes; croquet, baseball outfit.
Cayey.....	$\frac{1}{2}$	50.00	185	Baseball and basket-ball outfits.
Cidra.....	$\frac{1}{2}$	25.00	269	Baseball outfit.
Aibonito.....	1	168.80	75	High-jump standards, vaulting pole, hurdles, tennis pole, baseball outfit, swings.
Barranquitas.....	1	50.00	20	Baseball outfit.
Barros.....	2	39.58	50	Do.
Coamo.....	4	19.73	20	Do.
Juana Díaz.....	2	300.00	500	Baseball outfit.
Ponce.....	5	6,000.00	1,500	Baseball, track and field equipment, tennis, swings, seesaws, giant strides, slides, jumping standards, vaulting buck, parallel bars, etc.
Guayanilla.....	1 $\frac{1}{2}$	60.00	25	Baseball outfit.
Peñuelas.....	(1)	60.00	30	Baseball and tennis outfits.
Yauco.....	(1)	458.05	1,000	Frames with swings, trapezes, climbing poles, ladders, seesaws, slides, parallel bars, baseball, basket-ball, and tennis outfits, football, medicine balls, vaulting poles, volley balls, quoits, etc.
San German.....	3	70.00	150	Baseball outfit and backstop.
Cabo Rojo.....	(1)	70.37	200	Climbing poles, trapezes, parallel bars.
Mayaguez.....	7	77.35	100	Basket-ball and baseball equipment.
Maricao.....	$\frac{1}{2}$	602.54	200	Giant stride, quoits, vaulting pole, bean bags.
Las Marias.....	(1)	15.00	50	Baseball outfit.
Añasco.....	$\frac{1}{2}$	160.97	1,000	Merry-go-rounds, baseball outfit, horizontal and vertical ladders, swings, rings, trapeze, hurdles, grand stand.
Rincon.....	2	33.00	50	Baseball outfit.
Aguada.....	$\frac{1}{2}$	180.00	300	Swings, rings, trapeze, horizontal and vertical ladders, seesaws, hurdles, merry-go-round, vaulting poles.
San Sebastian.....	(2)	200.00	600	Tether pole, swings, trapeze, climbing ropes, climbing spar, rings, seesaws, jumping standards, vaulting standards, baseball outfit, slides, giant stride, inclined ladders, teeter ladders, vaulting buck, vaulting horse.

¹ School yard.² Public plaza.

Statistics of public-school playgrounds—Continued.

Town.	Land acquired.	Amount expended.	Number of chil- dren using play- ground.	Apparatus acquired.
	<i>Acres.</i>			
Isabela.....	$\frac{1}{2}$	\$20.00	40	Baseball outfit, jumping standards.
Quebradillas.....	$\frac{1}{2}$	25.00	180	Baseball outfit, swings.
Utua.....	$2\frac{1}{2}$	1,216.66	.....	.....
Adjuntas.....	2	250.00	400	Swings, seesaws, trapeze, tether balls.
Camuy.....	(1)	40.00	160	Baseball equipment.
Hatillo.....	(1)	10.00	200	Do.
Arecibo.....	1	1,100.00	1,200	Swings, climbing ropes, climbing rod, trapeze, climbing ladders, parallel bars, seesaws, hurdles, jumping standards, flying rings, quoits, ring toss, basket ball, medicine ball, volley ball, shot, hammer, baseball, football, lawn tennis, giant stride, croquet.
Manati.....	$1\frac{1}{2}$	119.00	30	Vaulting pole, baseball materials, sacks for races, stands.
Ciales.....	$\frac{1}{2}$	50.00	300	Swings, seesaws, baseball outfit, 14 swings in 6 rural schools, 3 rural-school baseball outfits, basket and football, quoits.
Vega Baja.....	$\frac{1}{2}$	300.00	500	Baseball outfit, croquet sets, quoits, jumping standards, swings, climbing spar and ropes, rings, rope ladders, trapeze, horizontal bar, apparatus for dipping and chinning, basket-ball and tennis outfits.
Vega Alta.....	$\frac{1}{2}$	80.00	150	Swings, rings, trapeze, climbing rope and spar, baseball outfit, croquet sets, quoits, outdoor gymnasium.
Corozal.....	(1)	15.00	100	Baseball outfit.
Morovis.....	$\frac{1}{2}$	15.00	100	Do.
Toa Baja.....	(1)	15.00	50	Do.
Toa Alta.....	1	10.50	200	Do.
Dorado.....	1	431.00	100	Do.
Bayamon.....	$\frac{1}{2}$	100.00	.....	Swings and rings, climbing pole, ladder, vaulting standards, seesaws.
Comerio.....	(2)	49.00	400	Jumping standards, frames with swings, climbing poles, ladders, trapezes, rings and climbing ropes, baseball outfit.

¹ School yard.² Public plaza.

SCHOOL BUILDINGS.

There has been no decrease in the interest shown in past years by the school boards and the department in the erection of school buildings. Every effort is being made to lessen the number of rented schoolrooms, and as quickly as the resources of the school boards permit new buildings are being erected. In the past year some half dozen school boards have taken the steps necessary to obtain a loan from the Insular Government with which to build schools, and in this manner do away with the payment of excessive rents.

At the present time there are owned by the people of Porto Rico and used exclusively for school purposes 89 graded and 234 rural schools, as compared with 64 graded and 174 rural schools in 1907.

At the last legislative session there was appropriated another \$40,000 to further the work begun by the appropriation of a like amount in 1908. From this amount, which is set aside as a "school building fund," school boards are advanced a sufficient amount to pay for the cost of a building of the size warranted by the school population. The method of repayment remains the same as previous years; that is, school boards repay half or other proportions of the cost at a low rate of interest.

The construction of the cheaper schools of the price of \$250 is still being carried on and of the \$40,000 set aside for this purpose, \$30,833.86 has been spent to date.

As may be seen by the substantial increases in the school-board balances at the close of the fiscal year 1910-11, there is a promising outlook for the construction of a great number of good schools during the coming year. It is to be hoped that within the next three years every one of the 68 municipalities will own its own schools.

At the present time, belonging to the people of Porto Rico, there are 219 one-room rural buildings, 15 two-room rural buildings, and 89 graded buildings, divided as shown by the following table:

*Buildings owned by the people of Porto Rico and used exclusively for school purposes,
June 30, 1911.*

NUMBER OF ROOMS.

	Graded.												Rural.		Total rooms.
	1	2	4	5	6	8	9	11	12	16	21	22	1	2	
San Juan.....		2	1			1					1		6	1	39
Rio Piedras.....					1								2	1	14
Trujillo Alto.....													3		2
Carolina.....	1					1							1		12
Loiza.....													2		1
Rio Grande.....					1								1		8
Fajardo.....						2							1		16
Naguabo.....													1		1
Vieques.....	1	1			1								1		8
Humacao.....	1	1	1										1		8
Yabucoa.....					1		1						3		11
Mamabo.....				1									2		7
Arroyo.....	1			1									3		6
Patillas.....			1										2		7
Juncos.....	1												2		3
Gurabo.....	1												3		4
Caguas.....										1			2		18
San Lorenzo.....													1		1
Guayama.....			1		1								2		10
Salinas.....			1										8		6
Santa Isabel.....			1										6		12
Cayey.....			1										2		10
Cidra.....			1										2		6
Comerio.....													2		2
Aguas Buenas.....				1									1		5
Naranjito.....				1									4		8
Aibonito.....				1									1		5
Barranquitas.....													5		5
Barros.....		1											3		5
Coamo.....			1		1								3		13
Juana Diaz.....		1			1	1							11		19
Ponce.....				1	2	1		1	1				1	1	51
Guayanilla.....			1										4		8
Peñuelas.....			1										1		5
Yauco.....			2						1				8	1	30
San German.....			1			1									12
Lajas.....			1										8		12
Sabana Grande.....			1										2		6
Cabo Rojo.....			1										4		8
Mayaguez.....					1	1				1			12	2	46
Maricao.....			1										5		9
Las Marías.....			1										5		9
Añasco.....			1		1								6		16
Rincon.....															
Aguada.....				1									2		7
Lares.....		1	1										6		12
San Sebastian.....			1										4		8
Aguadilla.....			1										16	1	22
Moca.....			1										7		11
Isabela.....			1										3		7
Quebradillas.....			1										4		8
Utúado.....													6	1	8
Adjuntas.....			1										6		10
Camuy.....			1										3		7
Hatillo.....			1										3		7
Arecibo.....	1						1					1	5		37
Manatí.....						1							5		13
Ciales.....					1										6
Vega Baja.....						1							1		9
Vega Alta.....					1										6
Corozal.....					1								4		10
Morovis.....													2		2
Toa Baja.....	2		1												6
Toa Alta.....													5		5
Dorado.....															
Bayamon.....		1	1		1								2		14
Culebra.....													3		3
Total.....	8	8	34	4	14	10	1	1	2	2	1	1	223	8	702

TEXTBOOKS.

During the year ending June 30, 1911, \$28,912.59 was spent for textbooks and \$21,087.41 for supplies for the common schools of the island, or a total of \$50,000.

In addition to this there was spent for high-school books and supplies the \$4,500 appropriated and from the item "common-school equipment" a further amount of \$2,754.51, making a total for high schools of \$7,254.51 and for all schools \$57,254.51. Dividing this sum amongst over 145,000 children enrolled in all the public schools of the island, we find \$39 available per pupil—an insignificant sum surely to provide books, paper, pencils, etc.

Textbooks on hand June 30, 1910, amounted to 446,109 for common and 8,000 for high schools; purchased during the fiscal year 1910-11, 84,995 common and 8,134 high school books; condemned as unfit for further use in our schools, 21,998. At the close of the year 1910-11 there were on hand 509,106 common-school books and 16,134 high-school books, a total of 525,240 for all schools.

The increase in the attendance at the high schools has necessitated the purchase of books in greater number than ever before, as witness over 8,000 bought during 1910-11 compared with 8,000 on hand June 30, 1910. This means a large expenditure, for in general one high-school textbook costs twice as much as the average common-school textbook.

In the first grade two books are supplied each pupil at an estimated cost of 20 cents a book, in addition to paper, pencils, and the charts, etc., necessary to the work; second grade, two or three books, costing 25 cents each; third grade, 4 books at 25 cents each; fourth grade, 5 books at 30 cents each; fifth grade, 6 books at an average price of 30 cents each; sixth grade, 8 books, at 45 cents each; seventh grade, 8 books, at 55 cents each; eighth grade, 10 books at an average price of 60 cents each. Besides these books in the hands of each one of the 145,000 pupils, dictionaries, music books, charts, maps, etc., must be reckoned upon and account for a considerable proportion of the whole expenditure.

Further along, in high-school work—and the department is now maintaining 18 ninth grades at different parts of the island—the cost of a textbook is conservatively figured at \$1. Since a minimum of five books is required for each pupil, and in view of the necessity of renewing our book supply every third year, an enrollment of 1,200 pupils would mean an expenditure of \$6,000 or \$2,000 a year for textbooks alone. Supplies must be purchased for commercial work, such as typewriters, tables, etc.; for chemical and physical laboratories; desks, chairs, blackboards, maps, and the ordinary equipment consisting of pencils, pens, paper, and ink. Furthermore the high schools must be provided with desks, chairs, blackboards, maps, and the ordinary school equipment of pencils, pens, paper, and ink. Typewriters, tables, etc., must be purchased for commercial work, and the maintenance of chemical and physical laboratories entails a considerable expenditure.

ORIGINAL RESEARCH.

For the first time in its history the department of education has given its attention in a modest way to certain studies in the field of original research: First, to a study of ethnology, and, second, to a study of folklore. As yet nothing has been accomplished along the line and perhaps will not be by the department of education, yet a mass of material is being collected which, placed in the hands of competent students, can not fail to be of great value. The department is in official touch directly with 2,000 or more teachers and through them with 150,000 pupils, representing practically every family in the island. It is not strange then that with such an advantage the department is able, as perhaps is no other organization, to come in touch with the people as a whole and learn from them conditions and customs in even the remotest part of the island. The first step in the ethnological study was the issue of the following circular letter to supervising principals of the island:

"It is my belief that an organization such as is the department of education of Porto Rico should, in addition to its purely administrative work, be carrying on studies and making investigations of a scientific nature which might result in reports which should prove contributions to knowledge.

"One of the most promising fields for such a study is that having to do with the ethnology and archeology of our island. That preliminary data may be gathered, I will ask you to enlist the aid of your teachers and, if necessary, the pupils in the district, to the end that the following information may be furnished:

"First. The exact location and a more or less detailed description of any evidences in situ of Indian occupation or activity within your district. Such evidence would consist of burial mounds, playgrounds, or athletic field, shell heaps, pictographs, excavations or any other Indian construction which because of its character has been too large to remove and is consequently still in position.

"Under this heading please report the slightest traces or the most imperfect examples as well as the best.

"Second. As complete a list as possible of Indian relics now owned by individuals within your district, and if possible a statement as to whether the pieces thus owned would:

"(a) Be donated to the Insular Library and Museum;

"(b) Would be loaned;

"(c) Could be purchased, and if so what would be the price. Such relics could consist of axes, spearheads, knives, collars, idols, balls, or any other piece plainly of Indian origin.

"I will ask that you reply to this letter either making report of progress or a final report on or before June 15 of the present year. In some of the districts of the island it is probably true that none of these Indian relics exist, in which case a final report could be made to that effect. In others where some relics exist a final report can be made by the date mentioned, while in still others the field is perhaps so rich that it will take a longer period to furnish the material requested.

"I feel that with nearly 2,000 teachers and roughly 140,000 pupils in the department of education, no other organization is so well fitted to take up the work of a preliminary ethnological survey."

As the result of the foregoing circular letter, reports have been received from the 40 supervising principals of the island showing the conditions in each district as regards each of the special topics touched upon in the letter. The returns are being tabulated and a map constructed showing the existence of ethnological evidences throughout the island.

The second study mentioned, that of folklore, or rather of songs and ballads, was made possible through the generosity of Mrs. F. R. Hoisington, of New York City. The following circular letter was sent out to supervising principals early in June explaining the matter more fully:

"Through the generosity of Mrs. F. R. Hoisington, of New York City, prizes are offered to the pupils of the public schools of Porto Rico for the largest and most meritorious collections of '*canciones antiguas de España y Puerto Rico*.' The prizes consist of a first, second, third, and fourth, of \$25, \$15, \$10, and \$5, for the four leading collections. The following govern the conditions of the competition:

"1. The ballads must be old and must be of Puerto Rican or Spanish origin.

"2. The name of the person singing them or telling them must be given and as much information as possible as to the origin of both words and music must be given. For instance, whether the song is founded on fact or whether the air is by a Puerto Rican musician and if the author of words is known.

"3. Especially wanted are the songs sung by the blind men of Puerto Rico to the guitar and guichero accompaniment. Please give the name and place of residence of singer.

"4. Songs sung by mothers and nurses to children are wanted.

"5. The music must be written upon the paper provided, so that the collection will be uniform.

"6. If any collection prove acceptable besides the four prize-winning collections, special prizes will be given according to the number, merit, and form of presentation of ballads in said collection that are different from the prize winners.

"7. The time set for the distribution of prizes will be some time next year; date to be fixed later.

"8. A committee of three judges will be appointed for the words and three for the music; to be announced later.

"9. Children may be assisted in any way by members of their families or friends; schools may enter the contest, the prize going to the school.

"10. Each sheet of music or page of words must have in the lower left-hand corner the words 'Collected by' * * * (the name of the child or school entering the competition). Each collection must be inclosed in an envelope or case containing the name of the child collector or school plainly inscribed on the outside.

"11. All collections must be sent in duplicate to the commissioner of education by January 15, 1912.

"12. As the object of this competition is to obtain as many different old songs as possible, no collection of less than 15 songs will be eligible for the first prize.

"13. In case of any special beauty or length of any song a special prize will be given to it alone.

"14. No translations will be eligible.

"If you can find out, please let me know how many are likely to compete, in order that the proper amount of paper may be provided."

Already many of the districts of the island have signified their intention to enter this competition, and it seems probable that much valuable material will be forthcoming.

FINANCIAL STATEMENT.

The budget as passed at the last session of the legislature carried a total of \$877,960 for educational work in Porto Rico. As compared with previous years, this amount was \$27,460 more than 1909-10, but less by \$1,630 than the budget of 1908-9. The maximum salary list for teachers again went into effect, and with the tremendous increase in the enrollment in our schools, entailing an increase in the number of teachers, required the strictest economy; as the result many teachers were placed in charge of extra grades (some combining as many as three) and much credit is due them for their acceptance of this severe task in the proper spirit.

Common-school salaries paid during the past three years were as follows:

1908-9.....	\$653,546.47
1909-10.....	626,542.25
1910-11.....	668,414.54

From the same appropriation during 1910-11 salaries of 40 supervising principals were paid, in the amount of \$47,330. For "incidentals, common schools," \$6,608.55 was expended, consisting for the most part of transportation charges on shipments of school supplies, the printing of forms, school registers, paper for examinations, special pamphlets, etc. In addition to the above amounts, \$50,000 spent for textbooks and school supplies gives the following expenditure from department funds for common schools 1910-11:

Teachers' salaries.....	\$668,414.54
Field supervision.....	47,330.00
Contingent expenses.....	6,108.55
Textbooks and school supplies.....	50,000.00
	<hr/>
	771,853.09

For high schools \$22,690.15 was spent in salaries, and in addition to the \$4,500 set aside in the budget for contingent expenses, high schools, a further expenditure of \$2,754.51 was made from the "no fiscal year" fund "common-school equipment," to adequately supply the demand for textbooks and sufficient laboratory equipment,

Salaries.....	\$22,690.15
Contingent expenses.....	4,500.00
Light and water.....	96.12
Transferred.....	2,754.51
	<hr/>
	30,040.78

in comparison with \$21,577.17 spent for the same purpose during 1909-10.

"Summer schools" during 1910 were provided for from an appropriation of \$1,000, of which \$745.98 was expended in carrying on the work at Ponce, the funds of the University of Porto Rico taking care of the session at Rio Piedras.

Scholarship students in the States and in the three high schools of the island carried an expenditure of \$24,537.28, as against \$29,995.53 during 1909-10.

In the office proper of the department expenditures for salaries amounted to \$32,905.84, against \$33,478.63 in 1909-10 and \$33,583.56 in 1908-9; for incidentals, \$8,394.59, as compared with \$9,279.61 during 1909-10.

Distributed under their respective headings, the expenditures may be tabulated as follows:

FINANCIAL STATEMENT, 1910-11.

Regular appropriations.

RECEIPTS.

Regular appropriation for the fiscal year 1910-11.....	\$877,960.00
Additional for mechanical drawing classes at Ponce.....	675.00
Transfer from "Common school equipment" to "Contingent expenses, high schools".....	385.51
	<hr/>
	879,020.51
	<hr/>

DISBURSEMENTS.

Salaries, office of the commissioner.....	\$32,905.84	
Contingent expenses—incidentals.....	6,987.57	
Contingent expenses—postage.....	1,710.00	
		\$41,603.41
Salaries, common schools—teachers.....	668,414.54	
Salaries, supervising principals.....	47,330.00	
Contingent expenses—incidentals.....	6,108.55	
Textbooks and school supplies.....	50,000.00	
		771,853.09
Salaries, high schools.....	22,690.15	
Contingent expenses—incidentals.....	4,859.26	
Lighting.....	41.92	
Water.....	34.20	
		27,625.53
Summer institutes and general lecture work.....		745.98
Scholarships:		
Technical education in United States.....	4,999.39	
Instruction and training in United States.....	8,458.33	
Education of young women in United States.....	2,666.66	
High schools of Porto Rico.....	8,412.90	
		24,537.28
Transfer to contingent expenses (Insular Library of Porto Rico).....		500.00
		866,865.29
Balance on hand, June 30, 1911.....		12,155.22
Total.....		879,020.51

School extension in Porto Rico.

RECEIPTS.

Balance on hand, July 1, 1910:	
General fund.....	\$5,135.77
Erection of buildings.....	3,444.04
Repayments by municipalities of proportional shares of cost of buildings erected by the department.....	830.89
	9,410.70

EXPENDITURES.

Plans for school buildings.....	157.00
Expenses, school exhibit, insular fair.....	1,308.51
Rural school, barrio of Rayo, Sabana Grande.....	1,000.00
Erection of buildings and repairs.....	4,016.73
	6,482.24
Balance on hand, June 30, 1911.....	2,928.46
	9,410.70

School building fund.

RECEIPTS.

Balance on hand, July 1, 1910:	
General fund.....	\$24,775.91
Erection of buildings.....	6,761.74
Repayments by school boards of one-half cost of buildings erected by the department.....	6,492.69
	38,030.34

EXPENDITURES.

Erection of buildings.....	3,690.16
Balance on hand, June 30, 1911.....	34,340.18
	38,030.34

Common-school equipment.

RECEIPTS.

Balance on hand, July 1, 1910.....	\$5,952.51
Repayments by school boards and others.....	2,389.07
	<u>8,341.58</u>

EXPENDITURES.

School supplies.....	3,400.40
Balance on hand, June 30, 1911.....	4,941.18
	<u>8,341.58</u>

Purchase and construction of rural-school buildings.

Appropriation.....	\$40,000.00
Buildings erected to date.....	30,833.86
	<u>9,166.14</u>

Balance on hand, June 30, 1911.....

Honorary scholarship for Rafael Palmer.

RECEIPTS.

Balance on hand, July 1, 1910.....	<u>\$1,000.00</u>
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EXPENDITURES.

Monthly payments.....	500.00
Balance on hand, June 30, 1911.....	500.00
	<u>1,000.00</u>

Summary.

	Receipts.	Expenditures.
Regular and supplementary appropriations.....	\$879,020.51	\$866,865.29
School extension in Porto Rico.....	9,410.70	6,482.24
School building fund.....	38,030.34	33,690.16
Purchase and construction, rural schools.....	40,000.00	30,833.86
Miscellaneous funds.....	9,341.58	3,900.40
Balance June 30, 1911.....		64,031.18
Total.....	<u>975,803.13</u>	<u>975,803.13</u>

TEACHERS' SALARIES, 1910-11.

At the annual session of the legislature held in February, 1910, the sum of \$721,880 was appropriated to pay "common-school salaries" for the fiscal year ending June 30, 1911. The maximum salary was paid each teacher in amounts as follows:

	Per month.
Continuation.....	\$83.33
English.....	75.00
Special.....	75.00
Principal (\$70, \$75).....	80.00
Acting principal (extra).....	10.00
English, graded (\$50, \$55).....	60.00
Graded (\$45, \$50).....	55.00
Rural (\$30, \$35).....	40.00
Night.....	10.00

The following total was disbursed in this manner to 1,692 teachers and 40 supervising principals:

Teachers, graded.....	\$369,164.54
Teachers, rural.....	299,250.00
Supervising principals.....	47,330.00
	<u>715,744.54</u>

This shows an average monthly salary of \$44.21, or for the nine school months \$397.87. To this must be added the compensation paid as house rent to teachers by the school boards from their own funds. Summing up these amounts, i. e.,

Salary directly from the department.....	\$668, 414. 54
House rent from school boards.....	91, 353. 66
	<hr/> 759, 768. 20

gives to the teachers in the schools of Porto Rico an average monthly salary of \$50.80 (\$457.14 yearly).

Following the custom of previous years and in pursuance of a law passed at the last session of the legislature, allowing teachers in any school year 15 days' leave for justifiable absences, the department repaid after the close of school the amount of \$10,513.54. This was divided (and in comparison with absence repayments of previous years is) as follows:

Years.	Teach- ers.	Days absent.	Days repaid.	Amount.
1908-9.....	1, 619	5, 698	2, 239	\$5, 133. 25
1909-10.....	1, 644	6, 531	3, 280	6, 551. 18
1910-11.....	1, 692	7, 355	5, 499	10, 513. 54

NOTE.—Three towns missing.

This shows a repayment to teachers of 75 per cent of the total number of days absent during 1910-11, as compared with 52 per cent paid in 1909-10.

SCHOOL BOARD ACCOUNTS.

The results obtained in the financial transactions of the school boards of this island during the fiscal year 1910-11 have been highly satisfactory. The accounting system established so regulates the amounts to be disposed of annually by each board for its different obligations that it would be difficult for any one of them, however limited its resources, to have a deficiency at the expiration of any fiscal year.

From the comparison given below it will be seen that cash on hand June 30, 1911, to the credit of the school boards amounted to \$181,622.07, or \$41,452.19 more than at the close of the fiscal year 1909-10.

Comparative statement.

Fiscal years.	Balance on hand June 30.	Total income, including balance.	Total ex- penditures.	Indebted- ness from former years.
1903-4.....	\$8, 831. 93			\$51, 368. 95
1904-5.....	25, 396. 27	\$245, 760. 53	\$220, 364. 26	27, 342. 14
1905-6.....	43, 878. 24	304, 693. 94	260, 815. 70	9, 215. 27
1906-7.....	88, 592. 75	346, 451. 79	257, 859. 04	1, 911. 75
1907-8.....	116, 438. 16	504, 481. 26	388, 043. 10	
1908-9.....	127, 213. 59	564, 699. 57	437, 485. 98	
1909-10.....	143, 074. 26	562, 236. 15	419, 161. 89	
1910-11.....	181, 622. 07	585, 313. 64	403, 691. 57	

The considerable surplus on hand is not due to any special effort on the part of the school boards, as these corporations never avoid expenditures that are evidently useful and necessary to public education. Moreover, wherever their financial conditions will permit school boards are allowed an increase in ordinary as well as extraordinary expenses. Among the latter are included expenses incidental to the extension of school libraries and playgrounds, construction of new buildings, and especially enlargement of existing school buildings. The boards have made a total disbursement of \$97,392.38 for the construction of buildings during the fiscal year 1910-11.

Of this sum, \$45,943.96 was paid to the treasurer of Porto Rico on account of loans made for the construction of school buildings. The difference of \$51,448.42 has been paid from regular funds of the boards, assigned in school budgets under item 13, sub-head "G."

The following statement shows in a detailed manner the income and expenses of the boards during the years herein referred to:

Receipts.

To balance deposited in the American Colonial Bank in favor of the school boards June 30, 1910	\$141, 113. 93
Total amount received by treasurers of school boards from July 1, 1910, to June 30, 1911.....	398, 255. 75
Total amount retained by the treasurer of Porto Rico during the fiscal year 1910-11 in payment of loans and for the construction of school-houses.....	45, 943. 96
Total.....	585, 313. 64

Disbursements.

Payments made during the fiscal year 1910-11:	
Rent of schoolhouses.....	67, 977. 72
House rent for teachers.....	91, 353. 66
Salaries of employees.....	59, 124. 41
Contingent expenses, school boards.....	5, 214. 32
Equipment and furniture.....	20, 824. 77
School and athletic material.....	5, 204. 12
Construction of school buildings.....	51, 448. 42
General expenses.....	56, 599. 69
Total.....	357, 747. 61
Amount paid on account of loans and for the construction of schoolhouses.	45, 943. 96
Balance.....	181, 622. 07
Total.....	585, 313. 64

To balance deposited in the American Colonial Bank and Royal Bank of Canada to the credit of the school boards June 30, 1911.....	181, 622. 07
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During the last fiscal year we have obtained from the American Colonial Bank and the Royal Bank of Canada, where school funds are deposited, a credit of 2 per cent interest on quarterly balances. By this concession a not inconsiderable sum will be realized.

We may well accept the above-named rate of interest offered by these banks, but only until we can find a more productive depository for the money of the school boards. The new law relative to loans through the issuance of bonds as surety will facilitate this kind of transactions, and the boards may contract loans for sums that, together with the surplus cash, will make up the amount needed for the construction of their own school buildings. Thus loans will be contracted for such sums as may be absolutely necessary, and at the same time good investments will be made of the available surplus.

We believe that just as at the beginning of the accounting system our efforts were directed to reducing the then existing deficit of \$51,368.95, our efforts should now be directed to reducing the balance of \$181,632.07 in favor of the boards to such point as may be wise. If we reduce this surplus by investing a good part of it in the construction of school buildings we shall be reducing the school boards' expenditure for rent of schoolhouses, which, in the fiscal year 1910-11, amounted to \$67,977.12. The saving that will be made in this way will represent for the boards a very high rate of interest on their investment as compared with that paid by the banks, for the rent value of houses leased for schools is in the majority of cases excessive.

The school boards having knowledge of these plans are all willing to come under the new law relative to loans, and we have no doubt that during the fiscal year 1911-12 several new school buildings will be constructed. The carrying out of these plans will be greatly assisted by the increase in the assessed value of real and personal property, which will cause an increase of \$30,967.50 in the resources of the boards for the next fiscal year.

School board finances—Receipts and expenditures 1910-11.

Municipality.	Cash on hand June 30, 1910.	Receipts by the school board treasurers.	Retained by insular treasurer.	Aggregate resources.	Aggregate payments, including those by insular treasurer.	Cash balance June 30, 1911.
San Juan.....	\$16,699.86	\$63,320.60	\$12,493.50	\$92,503.96	\$58,051.44	\$34,452.52
Rio Piedras.....	7,929.58	8,653.03	482.63	17,065.24	6,221.47	10,843.77
Trujillo Alto.....	1,055.46	1,670.48		2,725.94	1,619.18	1,106.76
Carolina.....	853.13	4,774.86	734.31	6,362.30	5,760.77	601.53
Loiza.....	3,143.94	5,782.58		8,926.52	3,723.80	5,202.72
Rio Grande.....	1,806.81	3,859.89		5,666.70	3,814.45	1,852.25
Fajardo.....	6,719.89	24,934.01	218.15	31,872.05	25,160.41	6,711.64
Naguabo.....	2,654.63	5,133.33		7,787.96	5,215.32	2,572.64
Vieques.....	6,042.93	7,805.84		13,848.77	8,994.51	4,854.26
Humacao.....	6,102.39	12,584.87		18,687.26	7,935.86	10,751.40
Nabucoa.....	3,652.47	6,172.92		9,825.39	4,548.35	5,277.04
Maunabo.....	598.87	1,412.15	383.29	2,394.31	2,062.35	331.96
Arroyo.....	246.61	2,712.08	675.35	3,634.04	3,124.15	509.89
Patillas.....	806.57	2,944.09	116.39	3,807.05	2,645.79	1,221.26
Juncos.....	2,673.04	6,049.77		8,722.81	3,806.75	4,916.06
Gurabo.....	2,571.49	3,499.57		6,071.06	3,507.95	2,563.11
Caguas.....	6,648.48	7,933.09	2,448.68	17,030.25	9,863.08	7,167.17
San Lorenzo.....	433.01	2,343.46		2,776.47	2,015.55	760.92
Guayama ¹	2,213.67	4,066.39	1,073.87	7,353.93	4,127.82	3,226.11
Salinas.....	2,918.02	7,193.28	1,104.06	11,215.36	6,517.17	4,698.19
Santa Isabel.....	2,200.55	6,512.49	450.17	9,163.21	6,411.29	2,751.92
Cayey.....	1,291.52	4,598.90		5,890.42	4,676.81	1,213.61
Cidra.....	220.25	1,319.79	282.02	1,822.06	1,634.45	187.61
Comerio.....	1,622.02	2,902.56		4,524.58	3,212.13	1,312.45
Aguas Buenas.....	755.35	1,404.10		2,159.45	1,736.81	422.64
Naranjito.....	52.43	656.74	182.06	891.23	734.69	106.54
Aibonito.....	299.05	2,499.10		2,797.15	2,541.15	256.00
Barranquitas.....	464.40	1,204.21		1,668.61	1,512.17	156.44
Barro.....	1,642.95	1,778.15		3,421.10	2,485.97	935.15
Coamo.....	371.83	3,412.97	693.55	4,478.35	4,283.77	194.58
Juana Diaz.....	1,471.32	8,290.15	1,520.66	11,292.13	8,558.95	2,733.18
Ponce.....	8,248.78	27,113.07	10,957.57	46,324.42	35,427.54	10,896.88
Guayanilla.....	338.27	3,202.07	376.08	3,916.42	3,125.52	790.90
Peñuelas.....	325.84	2,039.39	333.21	2,748.44	2,453.50	294.94
Yauco.....	1,542.21	12,454.21	671.77	14,668.19	12,171.44	2,496.75
San German.....	1,623.18	5,071.01	429.31	7,123.50	5,404.34	1,719.16
Lajas.....	218.48	3,208.47	746.89	4,173.84	3,853.00	320.84
Sabana Grande.....	525.61	1,775.08	327.17	2,627.86	2,206.86	421.00
Cabo Rojo.....	1,795.64	4,004.23		5,799.87	4,034.63	1,765.24
Mayaguez.....	7,330.35	17,174.65	1,042.99	25,547.99	17,574.45	7,973.54
Maricao.....	2,691.04	3,574.72		6,265.76	2,854.87	3,410.89
Las Marias.....	3,048.12	3,771.18		6,819.30	3,049.66	3,769.64
Afasco.....	38.27	3,573.00	777.38	4,388.65	4,076.29	312.36
Rincon.....	247.12	1,066.57		1,313.69	1,113.45	200.24
Aguada.....	3,737.27	3,527.97	1.25	7,266.49	4,231.54	3,034.95
Lares.....	455.58	3,926.96	1,013.92	5,396.46	4,811.24	585.22
San Sebastian.....	1,078.67	3,454.89		4,533.56	4,085.28	448.28
Aguadilla.....	920.92	3,508.62		4,429.54	3,793.99	635.55
Moca.....	117.56	1,234.12	288.42	1,640.10	1,449.51	190.59
Isabela.....	407.64	2,048.54	174.62	2,630.80	2,336.61	294.19
Quebradillas.....	189.04	1,087.30		1,276.34	1,136.57	139.77
Utüado.....	3,815.06	8,999.76		12,814.82	9,809.71	3,005.11
Adjuntas.....	1,189.44	4,815.68		6,005.12	4,666.56	1,338.56
Camuy.....	263.86	2,358.73		2,622.59	2,085.02	537.57
Hatillo.....	458.39	2,587.76		3,046.15	2,510.54	535.61
Arecibo.....	4,338.19	14,844.87	3,763.19	22,946.25	19,095.23	3,851.02
Manati.....	4,078.53	16,775.43	335.08	21,189.04	16,163.42	5,025.62
Ciales.....	1,029.37	3,244.80	.02	4,274.19	3,449.00	825.19
Vega Baja.....	355.22	2,482.51	856.48	3,694.21	3,284.66	409.55
Vega Alta ²	614.46	2,207.75	.02	2,822.23	1,476.47	1,345.76
Corozal.....	358.23	1,038.03	499.90	1,896.16	1,680.46	215.70
Morovis.....	163.26	1,654.38		1,817.64	1,583.86	233.78
Toa Baja ³						
Toa Alta.....	271.63	1,438.25		1,709.88	1,359.11	350.77
Dorado.....	2,233.53	2,184.34		4,417.87	2,036.43	2,381.44
Bayamon.....	902.65	9,377.96	450.00	10,730.61	8,746.17	1,984.44
	141,113.93	398,255.75	45,943.96	585,313.64	403,691.57	181,622.07

¹ The balance of the school board of Guayama is shown up to Dec. 31, 1910, due to certain differences existing in the figures of the last six months of the fiscal year.² The balance of the school board of Vega Alta is shown up to Mar. 31, 1911, due to the fact that the accounts from April to June, 1911, were not rendered on time.³ The accounts of the school board of Toa Baja have not been received at the date of closing this statement.

School board finances—Expenditures classified, 1910-11.

Locality.	(A) Rent of school- houses.	(B) House rent of teachers.	(C) Salaries, em- ployees school boards.	(D) Contin- gent ex- penses, school boards.	(E) School furniture and equip- ment.	(F) School and athletic material.	(G) Pay- ments construc- tion of school buildings by school boards.	(G) General ex- penses.	Total.
San Juan.....	\$12,395.00	\$7,902.50	\$8,786.58	\$172.99	\$578.74	\$120.45	\$10,792.65	\$4,819.03	\$45,567.94
Rio Piedras.....	630.00	1,721.86	961.63	19.40	321.76	213.43	62.00	1,808.76	5,738.84
Trujillo Alto.....	372.00	458.22	158.10	78.65	35.82	78.84	7.50	400.05	1,619.18
Carolina.....	726.00	1,232.00	847.35	35.00	320.74	140.52	775.40	949.45	5,026.46
Lotza.....	1,328.00	1,224.00	443.33	87.54	254.69	52.94		333.30	3,723.80
Rio Grande.....	869.38	1,186.97	392.06	64.17	422.64	101.50	12.00	765.73	3,814.45
Fajardo.....	2,299.58	2,827.46	1,762.26	253.88	366.42	295.75	14,107.37	3,029.54	24,942.26
Naguabo.....	1,550.00	1,569.58	693.00	56.30	925.87	56.55	25.20	338.82	5,215.32
Vieques.....	888.00	1,311.32	1,234.63	111.66	1,182.72	234.24	3,054.02	977.92	8,994.51
Humacao.....	2,136.00	2,544.00	1,945.41	48.56	334.63	126.06		801.20	7,935.86
Yabucoa.....	783.99	1,117.75	1,022.56	95.19	790.05	75.70	95.57	567.54	4,548.35
Maunabo.....	144.00	383.08	155.83	27.35	576.15	37.91	88.00	266.74	1,679.06
Arroyo.....	417.00	693.00	557.57	14.37	37.24	26.28	30.03	673.81	2,448.80
Patillas.....	426.50	918.02	547.65	153.30	56.20	12.85		414.88	2,529.40
Juncos.....	1,024.00	1,085.20	840.26	38.82	91.79	38.78	6.00	681.90	3,806.75
Gurabo.....	794.00	992.00	633.63	46.04	557.47	18.05	24.00	442.76	3,507.95
Caguas.....	742.26	1,999.84	1,803.02	21.95	782.82	39.20	656.60	1,368.71	7,414.40
San Lorenzo.....	696.00	579.75	293.97	12.25	38.21	31.70		363.67	2,015.55
Guayama ¹	888.00	840.00	600.12	84.20	115.57	38.84		487.22	3,053.95
Salinas.....	1,188.80	1,285.63	962.10	69.03	583.00	134.20	500.00	690.38	5,413.11
Santa Isabel.....	234.00	958.00	1,096.53	72.75	293.84	34.64		3,271.36	5,961.12
Cayey.....	1,050.00	1,764.50	672.71	65.75	537.47	24.60		561.78	4,676.81
Cidra.....	324.00	481.25	119.12	60.27	59.55	7.15		301.09	1,352.43
Comerio.....	725.91	817.11	559.92	161.35	178.50	7.64	41.00	720.70	3,212.13
Aguas Buenas.....	293.33	423.00	317.57	57.54	272.65	19.69	57.00	296.03	1,736.81
Naranjito.....		246.00	73.40	27.14	64.09	16.14	15.20	160.57	602.63
Albionito.....	696.00	726.00	526.97	23.23	59.59	84.92		424.44	2,541.15
Barranquitas.....	330.00	440.75	160.60	30.73	235.63	14.00	18.65	282.61	1,512.97
Barros.....	288.00	737.40	414.34	51.58	229.90	81.85	16.00	666.38	2,485.45
Coamo.....	945.00	1,219.50	592.92	41.20	42.77	55.53		693.30	3,590.22
Juan Diaz.....	1,537.17	2,386.83	1,195.97	166.58	185.97	171.88	185.13	1,208.76	7,038.29
Ponce.....	6,556.90	7,901.60	5,375.59	104.81	477.03	605.44	387.74	3,060.86	24,469.97
Guayanilla.....	468.00	849.92	403.57	83.67	72.26	27.13	183.91	660.98	2,749.44
Peñuelas.....	466.83	506.13	302.05	40.43	149.74	37.40	76.61	491.10	2,070.29
Yauco.....	641.32	2,813.50	1,805.76	163.89	863.21	474.26	2,042.18	2,695.55	11,499.67
San German.....	905.53	1,908.26	971.53	77.62	208.57	99.60		803.92	4,975.03
Lajas.....	540.00	896.80	593.51	35.67	110.65	21.12	138.99	769.37	3,106.11
Sabana Grande.....	354.00	538.80	265.60	35.91	43.98	8.75	283.00	349.64	1,879.69
Cabo Rojo.....	1,095.00	1,230.90	819.28	71.81	280.30	35.80	20.00	571.54	4,034.63
Mayaguez.....	1,919.19	4,014.21	3,455.13	188.52	1,497.71	215.30	3,369.60	1,841.80	16,631.46
Maricao.....	342.00	883.00	452.45	68.71	359.59	57.90		691.22	2,854.87
Las Marias.....	540.00	962.50	610.99	62.79	367.26	38.60	11.51	456.01	3,049.66
Añasco.....	404.00	1,062.45	541.06	168.78	682.82	19.55	110.10	310.15	3,298.91
Rincon.....	387.00	315.00	160.40	9.53	43.97	16.65		180.90	1,113.45
Agunda.....	539.40	589.40	638.10	36.31	51.27	33.59	1,777.62	564.60	4,230.29
Lares.....	684.00	1,439.16	640.81	101.20	235.62	59.98		636.55	3,797.32
San Sebastian.....	732.00	1,339.00	619.53	96.29	386.54	146.67	20.00	745.25	4,085.28
Aguadilla.....	504.96	1,339.60	460.67	25.62	251.70	6.23	828.00	377.21	3,793.99
Moca.....	144.00	534.50	148.59	23.51	37.46	11.15	1.50	260.38	1,161.09
Isabela.....	423.00	782.30	326.80	50.00	107.00	8.22		464.67	2,161.99
Quebradillas.....	135.00	541.00	108.10	83.11	9.81	5.14		254.41	1,136.57
Utado.....	2,882.00	2,476.16	1,332.69	182.35	504.34	105.00	1,755.00	572.17	9,809.71
Adjuntas.....	780.00	1,179.50	625.18	122.10	220.91	52.00	1,300.56	386.31	4,666.56
Camuy.....	279.00	627.39	286.73	58.56	178.17	15.95	104.90	534.32	2,085.02
Hatillo.....	298.00	676.00	508.52	100.02	319.87	28.90	170.66	408.57	2,510.54
Arecibo.....	1,615.83	5,056.50	2,011.15	253.45	526.29	254.51	175.50	5,438.81	15,332.04
Manati.....	2,053.34	2,106.14	1,659.28	285.31	451.07	103.00	8,109.72	1,060.48	15,828.34
Ciales.....	1,077.00	990.01	508.23	95.40	196.22	84.09		498.04	3,448.98
Vega Baja.....	411.00	831.50	509.17	35.45	172.73	47.58		420.75	2,428.18
Vega Alta ²	462.00	408.00	243.17	54.08	70.88	29.36		208.96	1,476.45
Corozal.....		540.00	146.19	27.34	146.33	37.25		283.45	1,180.56
Morovis.....	444.00	535.53	225.39	30.85	90.87	31.18	12.00	214.04	1,583.86
Toa Baja ³									
Toa Alta.....	280.00	561.83	184.14	28.00	119.68	5.50		179.96	1,359.11
Dorado.....	372.00	445.00	438.07	61.35	532.50	8.00		179.51	2,036.43
Bayamon.....	2,609.50	2,399.59	1,315.78	103.61	525.92	81.49		1,260.28	8,296.17
Total.....	67,977.72	91,353.66	59,124.41	5,214.82	20,824.77	5,204.12	51,448.42	56,599.69	357,747.61

¹ In the total of expenses for the school board of Guayama those from January to June, 1911, are not included, due to certain differences existing in the figures of the last six months of the fiscal year.

² In the total of expenses of the school board of Vega Alta those from April to June, 1911, are not included, as the accounts for these months were not rendered on time.

³ The accounts of the school board of Toa Baja have not been received at the date of closing this statement.

RULES AND REGULATIONS OF THE DEPARTMENT OF EDUCATION.

(Approved by the commissioner of education under authority of law in pursuance of sections 53, 66, and 89 of the compiled school law, the organic act, and other legislative sanction.)

RENEWAL OF TEACHERS' LICENSES.

A license to teach is merely a permit granted for a limited time. It is not a diploma setting forth the results of a course of study or of work done. A diploma is a permanent record of something completed. A license to teach indicates an estimate or a judgment of the temporary or present value placed on a diploma, examination, or other evidence of past achievements and is therefore subject to change. The burden of proof always rests upon the applicant for renewal of a license to show that he has kept his own efficiency up to the standard demanded of new candidates for teachers' licenses.

All licenses issued by the department of education are for a certain specified period, as provided in the school laws.

Applications for renewals from others than public-school teachers in actual service should be made in writing and state definitely what teaching or other educational work the applicant has done during the year, or what studies he has pursued and under whose direction. If he has taught in private schools or has been engaged in other kinds of educational work, or has continued his own reading and study in subjects in which he originally passed his examination for a teacher's license, the department will investigate his year's record and renew or refuse to renew his license upon the evidence or lack of evidence of his success as a teacher, or his endeavor to maintain and improve his intellectual attainments as indicated in the examination he passed at the time his license was granted, it being understood, however, that after June, 1912, the certificate of no person licensed to teach in the department of education who has failed for two successive years to teach in any school under the regular inspection of officers of the department will be renewed. Such persons will, however, be admitted to examination for the reissuance of a certificate.

CLASSIFICATION OF TEACHERS.

All common-school teachers holding certificates issued by the department of education shall be classified as follows with respect to their proficiency and success as teachers:

Class A.—Teachers whose work is eminently successful.

Class B.—Teachers whose work is successful, although not of as high a grade as is that of Class A.

Class C.—Teachers who are not giving satisfactory evidence of competence.

This classification shall be revised during the third term of each school year and shall be based upon the reports submitted by the general superintendents and supervising principals.

Persons entering the corps of teachers for the first time will be placed in Class B. Persons already in the teaching force passing an examination for a higher grade of license will be placed in the class under the new grade which they occupied under the previous grade of license.

Certificates of teachers in Class C will be renewed for one year only, at the end of which period, unless they have passed to Class B, the certificate will not be renewed. Such persons, however, may be admitted to examination for the reissuance of a certificate.

All persons regaining their licenses in this way will be placed in Class C and will receive salaries of the third class.

Teachers in Class C will not be approved upon any of the lists submitted by school boards until all available teachers in Classes A and B have been contracted.

All teachers in Class C who had their certificates renewed at the close of the school year 1909-10 for periods of three or five years must necessarily pass to Class B during the school year 1911-12.

Teachers in Class A only will be approved for the maximum house rent allowed under the law.

VACATION LEAVE FOR SUPERVISING PRINCIPALS OF SCHOOLS.

Supervising principals are subject to the same rules respecting leave of absence that apply to employees in the office force of the department of education. In the discretion of the commissioner of education they may be granted leave of absence with full pay whenever the needs of the public service will permit for a period not exceeding a total of 30 days in any one calendar year, with an additional allowance of six days for travel

each way in case their leave of absence includes permission to go to the States. They may accumulate this leave and be given 60 days with travel allowance, provided that period covers all leave of absence granted in a period of two years, in accordance with the provisions of law regulating leave of absence for Government employees.

DUTIES OF SUPERVISING PRINCIPALS.

Whenever a supervising principal, for any reason whatever, is unable to perform the duties which naturally devolve upon such an official, immediate notice shall be sent to the department.

An adequate sign shall be displayed at the office of the supervising principal. In connection with such sign, or at least in some conspicuous place open to the public, there shall also be displayed a statement of office hours, which shall be observed punctually.

DUTIES OF PRINCIPALS AND TEACHERS.

The principals and teachers, together with the officers of the department, are responsible for the maintenance of good schools in Porto Rico. They are supposed to know the school law and to familiarize themselves as far as possible with the course of study and all reports of the department of education, so that they may understand its aims and its plans. They are expected to work sympathetically and harmoniously with the department, to give it their full confidence, and to look to it as their best friend and helper in all that makes for success in their work. A teacher who does not have confidence in the department, in its intentions and purposes, should sever his connection with the teaching force. He should always appeal first to the department, and not write articles to the newspapers or engage in discussion or gossip with his neighbors about things which concern primarily his relations with the department of education. He is expected to take the initiative in doing everything he can for the good of the school. So long as his acts are not inconsistent with the school laws or general policy of the department, every teacher and principal will be sustained by the department. A few of the more general duties pertaining to principals and teachers may be enumerated as follows:

DUTIES OF PRINCIPALS.

1. Principals of public schools shall keep a register in which shall be noted the name, age, sex, color, date of entry, date of promotion from one grade to another, and the attendance of each pupil; also the name, residence, and occupation of the parents or guardians of the pupils. This register shall always be at the disposition of the commissioner of education or his representatives and of the members of the school boards.
2. Principals shall be in their respective buildings at least 20 minutes before the opening of each session.
3. Principals shall keep a register of the daily attendance of the teachers who are under their direction, requiring them to sign their names in this book at the opening of school and to note the exact time of their arrival.
4. Principals are responsible to the commissioner of education or his representatives for the organization, discipline, and distribution of work in their schools, and they are responsible to the school board for the care of the buildings and public property.
5. Principals shall assist the supervising principals in the distribution of the books and materials provided by the department.
6. Principals shall see that the school buildings are kept clean and in good order.
7. Principals shall matriculate and classify pupils of the school placed under their care, subject to the general direction and guidance of the supervising principals.
8. Principals shall keep all written suggestions or criticisms received from the supervising principal during the year, as well as all the books in which they have written out their daily preparation of work, at their respective schoolrooms until the close of each school year.
9. Principals shall see that the schools under their charge are open at the hour fixed for the opening of schools and that the teachers devote themselves exclusively to the instruction of their pupils during school hours, maintaining good discipline, and that they conduct themselves with propriety and follow faithfully the course of study laid down by the commissioner of education.
10. Principals shall not permit any person to visit their schools with the object of selling merchandise, or advertising books, publications, concerts, exhibitions, or any other business enterprise without the written permission of the commissioner of education.

11. Principals are required to have the correct time and to see that the clocks in their schoolrooms are regulated to keep the correct time.

12. Principals shall see that all of the reports for the schools under their direction are promptly filled out in the form required and placed at the disposition of the supervising principal.

13. Principals are responsible for the faithful execution and performance of all the rules and regulations laid down for their respective schools.

14. Principals are responsible for the maintenance of discipline in all the schools under their direction.

15. Principals shall report upon the work, conduct, etc., of all the teachers under their direction so far as it is possible to observe the same in addition to attending to their duties in their own classes whenever requested by supervising principals or school boards.

16. Principals shall send a report on the condition of the school property to the school boards when requested to do so.

17. Principals shall hold themselves in readiness for such additional work as may be required by the commissioner of education or his representatives.

18. Principals shall immediately notify the supervising principal of any permission given by them to a teacher to dismiss his pupils during school hours.

19. Wherever in these rules and regulations the word "principal" occurs, it is intended to include "acting principal" and "teacher in charge."

DUTIES OF TEACHERS.

1. Teachers shall always respect the authority of principals and shall not interfere with nor usurp their rights or duties.

2. Teachers in rural schools shall be in their respective schools at least 20 minutes before the hour set for beginning classes.

3. Teachers in school buildings in charge of principals or acting principals shall be in their respective schools at least 10 minutes before the time for beginning classes.

4. Teachers shall keep a register provided by the department in accordance with the instructions given therein.

5. Teachers shall be responsible for the proper care and protection of textbooks and the economic use of school materials supplied to them by the department.

6. Teachers are prohibited from dismissing their pupils during school hours unless obliged to do so for some absolutely necessary cause, in which case graded teachers shall have previously secured permission of their principal, but in no case shall a teacher appoint a substitute.

7. Teachers should study the characteristics of the pupils of their respective classes and by means of kindness and persuasive disciplinary measures they should endeavor to win their affection and cooperation. Teachers shall always be examples of dignity, courtesy, and kindly spirit.

8. Teachers are charged with the duty of overseeing the conduct of their pupils not only in the classroom, but also during the recesses, and they are jointly responsible with the parents or guardians for their conduct from the time they leave home for school until they return to their homes.

9. Teachers shall fill out in proper form all required reports and give same to their supervising principals.

10. Teachers shall follow at all times the directions or orders of the commissioner of education or his representatives, and shall familiarize themselves with the school laws and the rules and regulations of the department.

11. Teachers shall closely observe and follow the methods of instruction outlined in the course of study issued by the department.

12. Teachers shall preserve for inspection, by general superintendents or other officials of the department, all written suggestions or criticisms received from their supervising principals during the school year, as well as all books in which they have written their daily preparation of work, at their respective schoolrooms until the close of each school year.

13. Teachers shall, when requested by their supervising principal, be with their pupils on the playgrounds during recess to preserve order and to direct their games.

14. Teachers of English shall be placed in charge of the courses in English for Porto Rican teachers. The time and place for holding these courses shall be determined by the supervising principal, subject to the approval of the commissioner of education.

15. Teachers will not be allowed to take the annual examination given toward the close of each school year in the elementary or intermediate course in English for Porto Rican teachers more than twice. This rule will go into effect in June, 1912.

RIGHTS OF TEACHERS.

Teachers shall have the right to appeal from the orders which may be given them by their principal to the supervising principal and from the latter to the commissioner of education.

Supervising principals and principals should give all their instructions to teachers privately and not in the presence of their classes.

The restriction upon the teachers from engaging in active politics does not restrain their liberty to cast their vote at the polls or to express their opinions privately, but they shall not engage in public discussions or in electioneering.

Teachers are at liberty to make any voluntary contribution that they may deem fit for political purposes. The department is, however, desirous of cooperating with the Department of Justice in prosecuting any violation of section 16 of the civil service law, and will, so far as is in its power, protect teachers refusing to make involuntary contributions.

Teachers enjoy the complete right to criticise or discuss either in pedagogical meetings or in newspaper articles the school laws and regulations, but in all such discussion they shall avoid the use of words and phrases which could in any manner be deemed as showing a lack of respect for any department of the Insular Government.

LENGTH OF SCHOOL DAY.

The school day for all graded schools and urban rural schools shall be as follows:

Grades 1 and 2.—8.30 a. m. to 11 a. m.; 1.30 p. m. to 4 p. m.

Grades 3 to 8.—8.30 a. m. to 11.30 a. m.; 1.30 p. m. to 4 p. m.

In all rural schools other than urban.—8.30 a. m. to 11.30 a. m.; 12 m. to 3 p. m.

In all night schools.—Two hours.

These hours shall be strictly adhered to unless special permission to the contrary is granted by the commissioner of education.

A 15-minute recess shall be given each session—in urban schools, at 10 a. m. and 2.45 p. m.; in rural schools, at 10 a. m. and 1.30 p. m.

The length of recitation periods shall be as follows: Grades 1 and 2 not to exceed 15 minutes; grades 3 and 4 not to exceed 20 minutes; grades 5 and 6 not to exceed 25 minutes; grades 7 and 8 not to exceed 30 minutes.

PHYSICAL EXERCISES.

Fifteen minutes daily shall be devoted to calisthenics and breathing exercises in all schools of the island. These exercises should be introduced after lessons of limited physical activity. Whenever the class is restless, dull, or inattentive, it would be well to introduce breathing exercises in order to refresh both mind and body. These exercises shall not be substituted for the regular recess period, but wherever possible, without too much confusion and loss of time, they shall be held in the open air.

The following exercises shall be taught all pupils, so that they may practice them at home:

1. Stand erect, heels together, toes out, hands down at the sides. Draw a deep breath slowly and at the same time raise the arms slowly from the sides until the palms nearly meet over the head. Lower the arms gradually, exhaling slowly. Repeat about eight times.

2. Stretch the arms straight out in front of the body, palms facing. Keeping the arms in a horizontal position, move them slowly backward and see how near you can come to bringing the hands together at the back without bending or lowering them, inhaling and exhaling as before. Repeat about eight times.

3. Arms straight out in front, palms down. Raise the arms slowly over the head, then as far back as possible, down and to the original position, making in this way a sort of crooked circle in the air with the hands. Inhale slowly as the arms are raised and exhale as they are lowered. Repeat eight times.

4. To vary these exercises from time to time, instead of exhaling as the arms descend hold the breath until the arms are in their original position, then exhale slowly.

The following simple rules should be observed by all school children in order to prevent the spread of contagious diseases:

1. Do not spit on the floor or sidewalk.
2. Do not put pencils or penholders in the mouth.
3. Do not put the fingers in the mouth.
4. Do not put money in the mouth.
5. Never put into the mouth anything that another person has had in his mouth (whistles, candy, gum, etc.).

6. When coughing turn the face away from others and avoid allowing others to cough in your face.
7. Wash the face and hands often.

SUSPENSION.

This method of punishment is approved by the department of education when necessary to maintain the dignity and proper discipline of the school. Suspensions shall not exceed five days unless further extension is granted by the commissioner of education.

For the guidance of teachers the following instructions are given:

1. In rural schools a child may be suspended by the teacher. The child shall be sent home at once and the parent or guardian notified in writing of the reasons for suspension and informed that the consent of the supervising principal must be secured before the child may return. The teacher will also notify the supervising principal of his action, inclosing a copy of the letter sent to the parents or guardian.
2. In school buildings in charge of principals or acting principals pupils may be suspended by these officers only. The teacher shall send the pupil to the principal or acting principal, who, after investigation, may suspend him. The child shall, in such case, be sent home immediately, and the parent or guardian notified in writing that the child is suspended, with the reasons therefor, and that the written consent of the supervising principal is necessary before the child may return.
3. The supervising principal shall, after investigation, notify the parent or guardian in writing of the conditions under which the child may return.
4. Copies of all papers relating to suspension shall be kept on file in the supervising principal's office.

CORPORAL PUNISHMENT.

The use of corporal punishment in the schools of Porto Rico is not approved by the department of education and is absolutely prohibited except in accordance with the following regulations:

1. Whenever a grave misdemeanor has been committed by a pupil for which it seems corporal punishment would be the best remedy, written or oral permission (if oral, it should be given in the presence of a reliable witness) must be secured from the parent or guardian for the infliction of that form of punishment.
2. In schools where there are principals or acting principals corporal punishment, when administered, shall be inflicted only by those officers and in the presence of two other teachers, and not in the presence of other pupils.
3. In rural schools, corporal punishment may be administered by the teacher, but must be in the presence of two patrons of the school called in as witnesses. In this case also punishment shall not be administered in the presence of other pupils.
4. Teachers shall not strike pupils on the head or any other part of the body in such a way as to produce severe or permanent injury.
5. When corporal punishment is administered it shall be by the use of the hand or a light rule, switch, or strap without a buckle or other piece of metal.
6. Teachers who disregard section 53 of the Compiled School Laws of Porto Rico or the rules of the department relative to corporal punishment will be summarily dealt with.

EXAMINATIONS.

Examinations for all classes of teachers' licenses will be held annually during the Easter vacation at headquarter towns and also during the summer vacation at such places as the commissioner of education may designate. Examinations for permanent diplomas will be held annually during the summer vacation at such places as the commissioner of education may determine.

Applications for admission to examinations for teachers' licenses or for permanent diplomas must be made in writing upon blanks provided by the department and supplied through the supervising principals. Such applications must be handed to the supervising principals at least 15 days before the day set for examination.

Applicants for the principal's examination must possess the English graded license; those for examination for rural license, the eighth-grade diploma or its equivalent.

In order to obtain the teacher's certificate applicants must obtain at least 60 per cent in each subject and a general average of 75 per cent. At the Easter vacation examinations those candidates for the principal's license who receive 75 per cent or over in at least seven subjects will be credited with those subjects. Candidates for the graded or rural license who receive 60 per cent or over in at least five subjects will be credited with subjects in which they obtain 75 per cent or over. The credits referred to in this

paragraph shall hold good only until the examinations given during the summer vacation, at which time all remaining subjects must be approved and the general average of 75 per cent obtained.

Examinations for the common-school diploma, which is given upon completion of the work of the eighth grade, will be held at the close of the school year in each town where eighth grades are maintained and also late in the summer at such towns as the commissioner of education may designate.

In order to obtain the common-school diploma candidates must obtain at least 60 per cent in each subject and a general average of 75 per cent. Any candidate who receives 75 per cent or more in at least five subjects at the June examinations will be credited with those subjects and may take the examination in the remaining subjects at the examinations held late in the summer.

The examination of graded teachers for authority to teach in English will be conducted by the general superintendents at the time of their visit to the various districts and at such other times or by such other persons as may be designated by the commissioner of education.

Examinations provided by law to be given in the English language for teachers will be held at the completion of the several courses at headquarter towns and also during the summer at such places as the commissioner of education may determine. This examination in English will be both oral and written, and teachers must obtain an average of at least 60 per cent.

Special permission may be given by the commissioner of education for admission to any examination for satisfactory reason.

TABLE I.—*Annual enrollment—Number of different pupils enrolled during the year 1910-11.*

Municipality.	Second- ary schools.	Common schools.			Special schools.			Grand total.
		Graded.	Rural.	Total.	Night.	Kinder- gartens.	Char- table and cor- rectional.	
San Juan.....	229	5,272	1,067	6,339	824	152	441	7,985
Rio Piedras ¹	251	915	1,042	1,957	96			2,304
Trujillo Alto.....		166	483	649	38			687
Carolina.....	18	648	1,096	1,744	260			2,022
Loíza.....		290	1,130	1,420	273			1,693
Rio Grande.....	9	510	1,506	2,016	272			2,297
Fajardo.....	11	1,623	1,298	2,921	278			3,210
Naguabo.....		740	1,088	1,828	204			2,032
Culebra.....			138	138				138
Vieques.....	8	483	751	1,234	80			1,322
Humacao.....	27	1,017	1,946	2,963	326			3,316
Yabucoa.....		533	1,322	1,855	279			2,134
Maunabo.....		284	360	644	48			692
Arroyo.....	10	522	519	1,041	97			1,148
Patillas.....		450	965	1,415	193			1,608
Juncos.....		657	730	1,387	178			1,565
Gurabo.....		412	933	1,345	103			1,448
Caguas.....	14	1,103	1,196	2,299	181			2,494
San Lorenzo.....		218	821	1,039	140			1,179
Gñayama.....	14	1,093	1,496	2,589	166			2,769
Salinas.....		568	801	1,369	189			1,558
Santa Isabel.....		353	551	904	165			1,069
Cayey.....	12	744	1,048	1,792	190			1,994
Cidra.....		291	715	1,006	73			1,079
Comerio.....		364	859	1,223	171			1,394
Aguas Buenas.....		261	589	850	128			973
Naranjito.....		85	557	642	38			680
Albonito.....	11	416	794	1,210	241			1,462
Barranquitas.....		292	735	1,027	57			1,084
Barros.....		326	1,160	1,486	97			1,583
Carroo.....	12	605	1,551	2,156	118			2,286
Juana Díaz.....	12	676	2,382	3,058	338			3,408
Ponce.....	271	4,622	2,580	7,202	1,003	97		8,573
Guayanilla.....		339	1,148	1,487	258			1,745
Peñuelas.....		164	652	816	122			938
Yanco.....	21	1,346	1,690	3,036	157			3,214
San German.....	12	951	1,950	2,901	743			3,656
Lajas.....	5	221	1,353	1,574	204			1,783
Sabana Grande.....		232	874	1,106	117			1,223

¹ Including the normal and agricultural departments of the University of Porto Rico and the practice school.

TABLE I.—*Annual enrollment—Number of different pupils enrolled during the year 1910-11—Continued.*

Municipality.	Second- ary schools.	Common schools.			Special schools.			Grand total.
		Graded.	Rural.	Total.	Night.	Kinder- gartens.	Chari- table and cor- rectional.	
Cabo Rojo.....		407	2,334	2,741	267			3,008
Mayaguez.....	101	2,111	2,978	5,089	685		100	5,975
Maricao.....		353	680	1,033	173			1,206
Las Marías.....		208	1,159	1,367	62			1,429
Añasco.....		762	1,436	2,198	274			2,472
Rincon.....		185	549	734	90			824
Aguada.....		284	861	1,145	108			1,253
Lares.....		731	2,332	3,063	403			3,466
San Sebastian.....		514	2,219	2,733	339			3,072
Aguadilla.....	14	1,092	2,530	3,622	351			3,987
Moca.....		349	802	1,151	134			1,285
Isabela.....		354	1,261	1,615	284			1,899
Quebradillas.....		319	695	1,014	173			1,187
Utüado.....	14	818	3,859	4,677	122			4,813
Adjuntas.....		539	1,469	2,008	266			2,274
Camuy.....		272	1,054	1,326	183			1,509
Hatillo.....		223	964	1,187	143			1,330
Arecibo.....	42	1,611	2,726	4,337	328			4,707
Manatí.....	11	1,059	1,568	2,627	281			2,919
Ciales.....		458	1,536	1,994	331			2,325
Vega Baja.....		658	919	1,577	228			1,805
Vega Alta.....		297	815	1,112	276			1,388
Corozal.....		272	1,046	1,318	277			1,595
Morovis.....		370	972	1,342	87			1,429
Toa Baja.....		314	515	829	244			1,073
Toa Alta.....		262	653	915	169			1,084
Dorado.....		217	309	526	73			599
Bayamon.....	15	1,342	2,163	3,505	342			3,862
Total.....	1,144	46,173	82,280	128,453	15,138	249	541	145,525

TABLE II.—Average daily enrollment for the school year of 136 days in night schools and 175 days in all other schools—averages per term.

Municipality.	Secondary schools.	Common schools.			Special schools.			Grand total.
		Graded.	Rural.	Total.	Night.	Kinder-garten.	Charitable and correctional.	
San Juan.....	192	4,263	748	5,011	362	94	420	6,079
Rio Piedras ¹	234	770	758	1,528	33			1,795
Turjillo Alto.....		136	357	493	24			517
Carolina.....	6	543	880	1,423	128			1,557
Loiza.....		256	938	1,194	185			1,379
Rio Grande.....	8	511	1,198	1,709	131			1,848
Fajardo.....	14	1,299	1,003	2,302	185			2,501
Naguabo.....		578	840	1,418	91			1,509
Culebra.....			92	92				92
Vieques.....	7	412	548	960	23			990
Humacao.....	23	965	1,522	2,487	183			2,693
Yabucoa.....		476	1,015	1,491	110			1,601
Maunabo.....		257	284	541	28			569
Arroyo.....	17	451	411	862	33			912
Patillas.....		380	712	1,092	93			1,185
Juncos.....		542	510	1,052	88			1,140
Gurabo.....		353	665	1,018	55			1,073
Caguas.....	12	963	952	1,915	142			2,069
San Lorenzo.....		163	695	858	78			936
Guayama.....	10	883	1,009	1,892	84			1,986
Selinas.....		426	555	981	53			1,034
Santa Isabel.....		269	398	667	71			738
Cayey.....	8	708	845	1,553	143			1,704
Cidra.....		260	641	901	26			927
Comerio.....		288	671	959	108			1,067
Aguas Buenas.....		222	473	695	66			761
Naranjito.....		77	469	546	19			565
Aibonito.....	8	394	645	1,039	120			1,167
Barranquitas.....		263	573	836	28			864
Barros.....		280	922	1,202	70			1,272
Coamo.....	11	584	1,289	1,873	58			1,942
Juana Diaz.....	10	589	1,874	2,463	199			2,672
Ponce.....	243	4,067	1,979	6,046	535	68		6,892
Guayanilla.....		285	966	1,251	69			1,320
Peñuelas.....		214	517	731	62			793
Yauco.....	16	1,136	1,307	2,443	71			2,530
San German.....	10	822	1,518	2,340	416			2,766
Lajas.....	4	176	1,113	1,289	93			1,386
Sabana Grande.....		217	761	978	59			1,037
Cabo Rojo.....		365	1,895	2,260	127			2,387
Mayaguez.....	80	1,780	2,262	4,042	353		100	4,575
Maricao.....		262	470	732	72			804
Las Marias.....		171	813	984	45			1,029
Añasco.....		640	1,123	1,763	157			1,920
Rincon.....		153	417	570	55			625
Aguada.....		223	545	768	60			828
Lares.....		638	1,694	2,332	205			2,537
San Sebastian.....		454	1,736	2,190	182			2,372
Aguadilla.....	13	938	2,016	2,954	185			3,152
Moca.....		321	674	995	55			1,050
Isabela.....		300	1,071	1,371	160			1,531
Quebradillas.....		282	589	871	118			989
Utua.....	12	728	2,802	3,530	77			3,619
Adjuntas.....		443	1,133	1,576	131			1,707
Camuy.....		227	824	1,051	92			1,143
Hatillo.....		177	769	946	71			1,017
Arecibo.....	39	1,373	2,191	3,564	197			3,800
Manati.....	8	908	1,209	2,117	167			2,292
Ciales.....		460	1,220	1,680	191			1,871
Vega Baja.....		571	733	1,304	131			1,435
Vega Alta.....		253	688	941	163			1,104
Corozal.....		261	948	1,209	130			1,339
Morovis.....		215	855	1,070	64			1,134
Toa Baja.....		315	353	668	60			728
Toa Alta.....		213	517	730	53			783
Dorado.....		153	244	397	23			420
Bayamon.....	11	1,035	1,734	2,769	169			2,949
Total.....	996	39,337	64,178	103,515	7,815	162	520	113,008

¹ Including the normal and agricultural departments of the University of Porto Rico and the practice school.

TABLE III.—Average daily attendance for the school year of 136 days in night schools and 175 days in all other schools—Averages per term.

Municipality.	Secondary schools.	Common schools.			Special schools.			Grand total.
		Graded.	Rural.	Total.	Night.	Kinder-gartens.	Charitable and correctional.	
San Juan.....	181	4,072	731	4,803	300	83	420	5,787
Rio Piedras.....	228	727	702	1,429	29			1,686
Trujillo Alto.....		129	335	464	20			494
Carolina.....	5	512	808	1,320	110			1,435
Loiza.....		241	885	1,126	166			1,292
Rio Grande.....	8	488	1,137	1,625	109			1,742
Fajardo.....	12	1,176	879	2,055	163			2,230
Naguabo.....		556	768	1,324	72			1,396
Culebra.....			87	87				87
Vieques.....	6	379	477	856	12			874
Humacao.....	21	921	1,402	2,323	157			2,501
Yabucoa.....		455	968	1,423	95			1,518
Maunabo.....		252	272	524	27			551
Arroyo.....	15	422	347	769	24			808
Patillas.....		350	659	1,009	82			1,091
Juncos.....		505	447	952	71			1,023
Gurabo.....		329	595	924	47			971
Caguas.....	11	897	832	1,729	113			1,853
San Lorenzo.....		154	625	779	61			840
Guayama.....	9	826	915	1,741	66			1,816
Salinas.....		384	494	878	42			920
Santa Isabel.....		234	344	578	54			632
Cayey.....	7	682	820	1,502	128			1,637
Cidra.....		248	609	857	22			879
Comerio.....		258	591	849	85			934
Agua Buenas.....		203	422	625	54			679
Naranjito.....		71	433	504	14			518
Aibonito.....	8	364	580	944	103			1,055
Barranquitas.....		242	521	763	19			782
Barros.....		244	838	1,082	57			1,139
Coamo.....	11	516	1,161	1,677	38			1,726
Juana Diaz.....	10	514	1,734	2,248	158			2,416
Ponce.....	228	3,815	1,801	5,616	436	57		6,337
Guayanilla.....		257	844	1,101	48			1,149
Peñuelas.....		196	439	635	40			675
Yauco.....	15	1,081	1,197	2,278	58			2,351
San German.....	9	762	1,363	2,125	339			2,473
Lajas.....	3	166	1,063	1,229	82			1,314
Sabana Grande.....		204	720	924	53			977
Cabo Rojo.....		357	1,810	2,167	111			2,278
Mayaguez.....	77	1,708	2,106	3,814	297		90	4,278
Maricao.....		243	430	673	56			729
Las Marías.....		155	735	890	35			925
Añasco.....		576	999	1,575	126			1,701
Rincon.....		143	363	506	46			552
Aguada.....		204	472	676	47			723
Lares.....		601	1,619	2,220	158			2,378
San Sebastian.....		442	1,618	2,060	140			2,200
Aguadilla.....	12	859	1,744	2,603	136			2,751
Moca.....		291	582	873	40			913
Isabela.....		255	923	1,178	129			1,307
Quebradillas.....		239	512	751	92			843
Utua.....	11	671	2,507	3,178	58			3,247
Adjuntas.....		397	1,002	1,399	93			1,492
Camuy.....		198	716	914	69			983
Hatillo.....		102	690	792	59			911
Arecibo.....	36	1,319	1,991	3,310	182			3,528
Manatí.....	8	874	1,102	1,976	135			2,119
Ciales.....		440	1,109	1,549	168			1,717
Vega Baja.....		513	649	1,162	102			1,264
Vega Alta.....		246	607	853	133			986
Corozal.....		254	831	1,085	101			1,186
Morovis.....		192	783	975	56			1,031
Toa Baja.....		293	318	611	47			658
Toa Alta.....		203	472	675	42			717
Dorado.....		144	226	370	18			388
Bayamon.....	10	989	1,587	2,576	133			2,719
Total.....	941	36,800	58,348	95,148	6,363	140	510	103,102

¹ Including the normal and agricultural departments of the University of Porto Rico and the practice school.

TABLE IV.—*Annual census—Number of pupils enrolled in all schools Mar. 1, 1911.*

Municipality.	Second- ary schools.	Common schools.			Special schools.			Grand total.
		Graded.	Rural.	Total.	Night.	Kinder- gartens.	Chari- table and correc- tional.	
San Juan.....	192	4,602	799	5,401	406	99	421	6,519
Rio Piedras ¹	233	814	803	1,617	30			1,880
Trujillo Alto.....		155	484	639	24			663
Carolina.....	18	554	936	1,490	113			1,621
Lolza.....	8	263	987	1,250	187			1,437
Rio Grande.....	11	537	1,286	1,823	147			1,978
Fajardo.....		1,408	1,206	2,614	200			2,825
Naguabo.....		578	944	1,522	73			1,595
Culebra.....			88	88				88
Vieques.....	7	417	564	981	25			1,013
Humacao.....	24	1,009	1,641	2,650	134			2,808
Yabucoa.....		484	1,151	1,635	96			1,731
Maunabo.....		269	334	603	25			628
Arroyo.....	18	496	464	960	30			1,008
Patillas.....		440	874	1,314	106			1,420
Juncos.....		596	546	1,142	116			1,258
Gurabo.....		373	770	1,143	80			1,223
Caguas.....	12	1,009	1,063	2,072	150			2,234
San Lorenzo.....		168	784	952	93			1,045
Guayama.....	9	973	1,142	2,115	111			2,235
Salinas.....		453	580	1,033	73			1,106
Santa Isabel.....		335	419	754	117			877
Cayey.....	9	734	927	1,661	142			1,812
Cidra.....		265	665	930	29			959
Comerio.....		295	731	1,026	116			1,142
Agua Buenas.....		221	548	769	73			842
Naranjito.....		81	512	593	23			616
Aibonito.....	8	397	711	1,108	136			1,252
Barranquitas.....		279	630	909	29			938
Barros.....		292	1,026	1,318	73			1,391
Coamo.....	11	600	1,408	2,008	57			2,076
Juana Diaz.....	10	588	2,138	2,726	215			2,951
Ponce.....	236	4,175	2,251	6,426	633	72		7,367
Guayanilla.....		290	1,047	1,337	88			1,425
Peñuelas.....		237	555	792	56			848
Yauco.....	18	1,223	1,390	2,613	86			2,717
San German.....	9	847	1,629	2,476	535			3,020
Lajas.....	5	181	1,067	1,248	84			1,337
Sabana Grande.....		219	815	1,034	63			1,097
Cabo Rojo.....		366	2,019	2,385	129			2,514
Mayaguez.....	78	1,848	2,544	4,392	433		100	5,003
Maricao.....		276	576	852	116			968
Las Marias.....		192	968	1,160	58			1,218
Añasco.....		649	1,314	1,963	129			2,092
Rincon.....		158	458	616	52			668
Aguada.....		237	714	951	65			1,016
Lares.....		701	2,081	2,782	263			3,045
San Sebastian.....		470	2,055	2,531	284			2,815
Aguadilla.....	16	1,05	2,292	3,342	208			3,566
Moca.....		356	837	1,193	71			1,264
Isabela.....		309	1,193	1,502	200			1,702
Quebradillas.....		290	676	966	129			1,095
Ututo.....	13	760	3,431	4,191	87			4,291
Adjuntas.....		480	1,276	1,756	173			1,929
Camuy.....		236	897	1,133	82			1,215
Hatillo.....		188	835	1,023	71			1,094
Arecibo.....	39	1,440	2,392	3,832	226			4,097
Manati.....	9	903	1,279	2,182	175			2,366
Ciales.....		522	1,346	1,868	206			2,074
Vega Baja.....		573	733	1,306	113			1,419
Vega Alta.....		270	715	985	186			1,171
Corozal.....		273	1,043	1,316	157			1,473
Morovis.....		271	931	1,202	66			1,268
Toa Baja.....		348	341	689	58			747
Toa Alta.....		220	579	799	90			889
Dorado.....		166	260	426	15			441
Bayamon.....	11	1,076	1,934	3,010	164			3,185
Total.....	1,004	41,491	71,634	113,125	8,780	171	521	123,601

¹ Including the normal and agricultural departments of the University of Porto Rico and the practice school.

TABLE V.—Percentage of attendance; average daily enrollment and attendance per school and per teacher—Averages per term.

Municipality.	Percentage of attendance.			Average daily enrollment—						Average daily attendance—					
				Per school.			Per teacher.			Per school.			Per teacher.		
	Graded.	Rural.	Night.	Graded.	Rural.	Night.	Graded.	Rural.		Graded.	Rural.	Night.	Graded.	Rural.	
San Juan.....	96.5	97.4	82.3	43.5	37.3	31.0	51.9	53.9		41.5	36.3	25.6	49.6	53.5	
Rio Piedras.....	93.1	92.7	88.4	37.8	41.9	30.7	48.4	74.6		35.2	38.8	27.2	45.1	65.8	
Trujillo Alto.....	94.9	94.3	86.7	36.7	38.5	23.8	48.0	72.3		34.8	36.2	20.6	45.5	68.1	
Carolina.....	93.2	92.0	86.5	46.9	36.6	29.5	62.3	66.3		44.2	34.2	25.6	50.9	60.8	
Loiza.....	94.1	94.4	90.3	37.7	36.7	34.9	50.0	68.2		35.5	34.6	31.2	47.0	65.0	
Rio Grande.....	95.6	95.0	83.9	48.5	45.3	33.5	62.1	76.2		46.4	38.2	28.2	59.3	72.4	
Fajardo.....	90.5	88.1	88.4	44.8	43.4	42.1	60.1	52.6		40.6	38.2	37.4	54.5	46.2	
Naguabo.....	96.1	91.5	81.0	51.4	41.0	42.9	69.9	73.6		49.4	37.5	35.1	67.1	67.3	
Culebra.....		93.6			40.5			74.6			37.9			69.7	
Vieques.....	92.7	87.2	54.8	46.5	44.0	31.3	52.4	66.3		42.8	38.6	18.2	47.9	57.8	
Humacao.....	94.1	92.1	85.4	47.5	37.4	40.8	65.4	73.6		45.4	34.5	34.8	62.4	67.8	
Yabucoa.....	95.7	95.4	86.7	48.3	45.2	38.3	68.6	80.4		46.2	43.1	33.5	65.7	76.7	
Maunabo.....	98.0	95.9	95.1	43.8	44.1	28.6	65.9	64.3		40.0	42.3	27.3	64.5	61.6	
Arroyo.....	92.3	84.7	71.0	50.6	39.3	34.8	67.0	62.1		47.3	33.1	25.0	62.7	52.3	
Patillas.....	92.3	92.2	89.0	55.1	43.4	47.5	76.0	73.7		50.8	40.1	42.3	70.1	68.1	
Juncos.....	93.2	87.6	81.7	46.7	39.0	36.4	69.4	64.3		43.5	31.5	29.8	64.6	56.3	
Gurabo.....	92.2	89.2	84.8	44.8	42.3	37.3	71.3	79.0		41.9	37.7	31.7	66.5	70.4	
Caguas.....	93.1	87.0	79.9	47.2	43.0	50.3	60.6	83.2		44.0	37.6	40.3	56.4	72.7	
San Lorenzo.....	94.4	89.3	78.4	41.2	44.3	41.1	41.2	78.2		38.9	39.4	32.0	38.9	69.7	
Guayama.....	93.3	90.8	79.5	41.9	35.4	41.9	57.5	60.1		39.1	32.1	33.2	53.7	54.5	
Salinas.....	90.2	89.5	78.4	46.0	37.0	32.1	54.1	56.7		41.5	33.1	25.2	48.8	50.6	
Santa Isabel.....	87.0	86.4	76.4	41.5	35.3	23.5	49.7	49.1		36.1	30.5	18.1	43.2	42.4	
Cayey.....	96.3	97.0	90.2	45.1	37.0	36.0	59.8	67.9		43.4	35.9	32.5	57.6	72.5	
Cidra.....	95.1	95.0	85.3	43.9	41.6	28.0	65.6	69.5		41.3	39.5	24.0	62.4	68.6	
Comerio.....	89.4	88.1	79.7	42.0	36.6	29.4	58.5	71.1		37.5	32.1	23.5	52.3	62.3	
Aguas Buenas.....	91.3	89.4	82.2	42.8	41.8	27.6	56.5	80.5		39.1	37.3	23.0	51.6	71.6	
Naranjito.....	91.9	92.3	74.8	39.5	38.9	20.9	39.5	71.6		36.3	35.9	15.7	36.3	66.1	
Aibonito.....	90.0	90.1	85.4	41.8	37.1	35.6	49.6	73.5		37.5	33.4	30.4	44.5	66.1	
Barranquitas.....	92.2	91.1	66.5	44.2	46.9	29.5	66.2	79.3		40.8	42.8	19.9	61.1	72.4	
Barrios.....	87.3	91.0	82.1	47.3	40.2	23.9	56.6	62.1		41.3	36.6	19.7	49.4	56.4	
Coamo.....	98.3	90.3	64.3	45.4	35.8	31.7	57.4	66.5		40.1	32.3	20.9	50.9	60.0	
Juana Diaz.....	87.5	89.3	79.8	45.4	35.8	21.3	48.9	61.3		39.5	31.6	17.1	42.8	56.7	
Ponce.....	93.8	91.1	81.7	44.7	37.3	33.0	59.4	53.9		41.9	34.0	27.1	55.7	50.0	
Guayanilla.....	90.1	87.3	68.5	48.4	39.3	26.2	72.2	76.3		43.6	34.4	18.1	65.1	66.7	
Peñuelas.....	91.7	84.9	64.3	43.5	39.1	31.4	53.8	77.1		39.9	33.2	20.3	49.4	65.4	
Yauco.....	95.2	91.7	83.4	46.5	34.9	36.2	55.2	69.5		44.3	31.9	30.2	52.6	63.7	
San German.....	92.8	90.1	81.8	48.9	36.1	31.1	63.6	60.4		45.4	32.4	25.7	59.0	54.2	
Lajas.....	94.3	95.5	86.5	36.8	34.9	39.4	43.6	64.5		34.4	33.3	25.7	42.1	61.7	
Sabana Grande.....	95.4	94.8	89.8	54.5	41.3	36.8	54.5	77.9		51.4	39.1	33.2	51.4	73.8	
Cabo Rojo.....	97.6	95.4	87.8	46.0	44.9	34.0	46.0	84.8		44.0	43.9	30.0	44.0	81.0	
Mayaguez.....	96.0	93.2	84.6	49.9	37.1	37.8	61.5	61.9		47.9	34.4	32.1	59.0	57.7	
Maricao.....	92.9	91.3	87.0	44.3	39.6	24.6	52.9	49.6		41.1	36.2	29.3	49.2	45.4	
Las Marías.....	90.5	90.2	78.6	37.0	39.9	26.8	43.0	54.8		33.5	36.0	21.1	39.1	49.6	
Añasco.....	90.0	89.1	80.4	49.3	41.4	41.8	63.0	75.8		44.3	36.8	33.6	56.7	67.5	
Rincon.....	93.5	87.2	83.2	51.6	42.4	56.0	77.2	84.8		48.3	36.9	46.8	72.1	73.8	
Aguada.....	91.7	86.9	79.6	38.8	38.6	37.8	57.2	60.4		35.6	33.5	30.3	52.5	52.3	
Lares.....	94.2	94.5	78.1	54.6	46.6	43.4	72.9	86.5		51.4	34.0	34.2	68.7	84.4	
San Sebastian.....	97.4	93.4	79.1	48.4	44.1	44.2	65.6	88.2		47.1	41.2	34.7	63.9	82.3	
Aguadilla.....	91.7	86.6	73.8	48.5	56.8	52.5	68.4	109.5		45.5	49.2	38.8	62.6	94.7	
Moca.....	90.7	87.0	72.8	49.7	52.8	39.1	71.2	105.4		45.2	45.8	39.0	64.7	91.3	
Isabela.....	84.8	86.6	79.4	50.1	41.8	31.6	60.1	73.7		42.5	36.1	25.1	50.9	64.7	
Quebradillas.....	84.7	87.0	77.8	48.9	43.3	30.4	71.6	78.9		41.5	37.6	23.7	60.8	59.9	
Utua.....	92.2	89.5	75.4	44.2	42.2	41.7	61.1	77.1		40.8	37.8	31.4	56.4	69.0	
Adjuntas.....	89.6	88.5	70.2	47.2	42.0	25.8	64.8	80.8		42.3	37.2	18.2	58.1	71.5	
Camuy.....	87.0	86.7	75.4	45.9	46.1	30.7	67.2	75.5		40.0	40.0	23.2	49.8	65.6	
Hatillo.....	91.5	89.8	83.5	38.4	45.0	28.9	46.2	79.7		35.1	40.4	24.2	42.2	71.6	
Arecibo.....	96.1	91.0	87.9	45.1	44.6	38.3	54.8	62.5		43.3	40.5	33.7	52.7	56.8	
Manati.....	96.2	91.1	81.5	41.9	38.3	31.2	47.8	64.2		40.3	34.9	25.5	45.9	58.4	
Ciales.....	95.7	88.7	88.4	52.6	44.0	35.2	66.8	71.6		50.4	38.8	31.2	63.9	63.2	
Vega Baja.....	89.9	88.6	78.4	53.6	47.9	40.4	72.3	70.3		48.1	42.8	31.6	61.9	62.2	
Vega Alta.....	97.1	86.6	82.4	51.0	50.7	38.7	63.7	87.2		49.4	44.8	32.0	61.8	77.1	
Corozal.....	97.1	87.5	78.0	43.8	51.4	30.9	65.6	95.7		42.5	44.9	24.1	63.7	83.9	
Morovis.....	88.8	92.0	87.4	44.7	42.2	32.9	58.0	81.7		39.9	38.6	28.7	51.7	74.7	
Toa Baja.....	93.0	89.8	73.0	37.8	32.0	21.0	46.3	53.2		35.1	28.8	15.8	43.0	47.8	
Toa Alta.....	95.5	91.6	80.9	38.1	38.2	21.1	50.1	55.2		36.4	34.9	7.1	47.9	50.6	
Dorado.....	94.1	91.2	78.1	39.1	38.1	21.4	52.4	49.8		36.8	34.6	16.9	49.4	45.4	
Bayamon.....	95.5	91.9	78.3	41.6	34.0	32.0	53.5	60.2		39.6	31.1	25.2	51.1	55.2	
	93.5	91.2	81.0	45.4	40.3	35.0	58.2	69.6		42.4	36.7	28.4	54.4	63.4	

TABLE VI.—Schools and teachers—Averages per term.

Municipality.	Schools.							Teachers.					
	Common schools.						Night.	Total.	Common schools.				Total.
	Secondary.	Graded.		Rural.		Total.			Secondary.	In charge of rooms.	Without rooms.	Total.	
		Rooms.	Double enrollments.	Rooms.	Double enrollments.								
San Juan.....	1	86	20	14	6	126	13	145	9	100	11	111	2 133
Rio Piedras.....	3	18	3	11	8	40	1	44	27	29	3	32	56
Trujillo Alto.....		3	1	6	6	16	1	17		9		9	9
Carolina.....	1	9	3	14	11	37	5	43	3 1	23		23	23
Loiza.....		5	2	14	12	33	6	39		19		19	19
Rio Grande.....	1	8	2	17	10	37	5	43	3 1	25		25	25
Fajardo.....	1	22	8	21	3	54	5	60	1	43		43	44
Naguabo.....		8	3	12	9	32	3	35		20		20	20
Culebra.....				1	1	2		2		1		1	1
Vieques.....	1	8	1	8	5	22	1	24	3 1	16		16	16
Humacao.....	1	15	5	22	21	63	5	69	3 1	37		37	37
Yabucoa.....		7	3	13	10	33	3	36		20	1	21	21
Maunabo.....		4	2	5	2	13	1	14		9		9	9
Arroyo.....	1	7	3	7	4	21	1	23	3 1	14		14	14
Patillas.....		5	2	10	6	23	2	25		15		15	15
Juncos.....		8	4	8	7	27	3	30		16		16	16
Gurabo.....		5	3	9	8	25	2	27		14		14	14
Caguas.....	1	16	5	12	12	45	3	49	3 1	28		28	28
San Lorenzo.....		4		9	8	21	2	23		13		13	13
Guayama.....	1	16	6	17	11	50	3	54	3 1	33		33	33
Salinas.....		8	3	11	5	27	2	29		19		19	19
Santa Isabel.....		6	1	9	3	19	4	23		15		15	15
Cayey.....	1	12	4	13	10	39	4	44	3 1	25		25	25
Cidra.....		4	2	9	6	21	1	22		13		13	13
Comerio.....		5	2	10	10	27	4	31		15		15	15
Aguas Buenas.....		4	1	6	6	17	3	20		10		10	10
Naranjito.....		2		7	6	15	1	16		9		9	9
Albionito.....	1	8	2	9	9	28	4	33	3 1	17		17	17
Barranquitas.....		4	2	8	5	19	1	20		12		12	12
Barros.....		5	1	15	9	30	2	32		20		20	20
Coamo.....	1	10	3	19	17	49	2	52	3 1	29		29	29
Juana Diaz.....	1	12	1	31	21	65	10	76	3 1	43	1	44	44
Ponce.....	1	69	23	37	18	147	17	166	12	106	2	108	121
Guayanilla.....		4	2	13	12	31	3	34		17		17	17
Peñuelas.....		4	1	7	7	19	2	21		11		11	11
Yauco.....	1	20	4	19	19	62	2	65	3 1	39		39	39
San German.....	1	13	4	26	19	62	17	80	3 1	39		39	39
Lajas.....	1	4	1	18	15	38	3	42	3 1	22		22	22
Sabana Grande.....		4		10	8	22	2	24		14	1	15	15
Cabo Rojo.....		8		23	21	52	4	56		31		31	31
Mayaguez.....	1	29	7	38	24	98	11	111	5	67		67	76
Maricao.....		5	1	10	4	20	3	23		15		15	15
Las Marias.....		4	1	15	10	30	2	32		19		19	19
Añasco.....		10	3	16	13	42	4	46		26		26	26
Rincon.....		2	1	5	5	13	1	14		7		7	7
Aguada.....		4	2	10	5	21	2	23		14		14	14
Lares.....		9	3	20	20	52	6	58		29		29	29
San Sebastian.....		7	3	21	20	51	5	56		28		28	28
Aguadilla.....	1	15	6	20	19	60	4	65	3 1	35		35	35
Moca.....		5	2	7	6	20	2	22		12		12	12
Isabela.....		5	1	15	13	34	6	40		20		20	20
Quebradillas.....		4	2	9	6	21	4	25		13		13	13
Utua.....	1	12	5	38	29	84	2	87	3 1	50	1	51	51
Adjuntas.....		7	3	15	13	38	6	44		22		22	22
Camuy.....		4	1	11	7	23	3	26		15		15	15
Hatillo.....		4	1	10	8	23	3	26		14		14	14
Arecibo.....	1	25	6	36	15	82	6	89	2	61	2	63	65
Manatí.....	1	19	3	19	15	56	5	62	3 1	38		38	38
Ciales.....		7	2	18	12	39	6	45		25		25	25
Vega Baja.....		8	3	11	5	27	4	31		19		19	19
Vega Alta.....		4	1	8	6	19	5	24		12		12	12
Corozal.....		4	2	10	8	24	4	28		14		14	14
Morovis.....		4	1	11	10	26	2	28		15		15	15
Toa Baja.....		7	2	7	5	21	3	24		14		14	14
Toa Alta.....		5	1	10	5	21	3	24		15	1	16	16
Dorado.....		3	1	5	2	11	1	12		8		8	8
Bayamón.....	1	20	6	30	22	78	6	85	3 1	50	1	51	51
Total.....	26	692	203	955	693	2,543	262	2,838	874	1,647	24	1,671	1,745

1 Including 5 special schools.

2 Including 13 in special schools.

3 Duplicates.

4 Including 1 special school.

5 Including 1 in special schools.

6 Including 4 in special schools.

7 Including 7 special schools.

8 18 of these are duplicates.

9 Including 18 in special schools.

TABLE VII.—*Teachers at the end of the year classified.*

Municipality.	Secondary school.	Common school.								Night school. ⁴	Special school.	Grand total (omitting duplicates).		
		In charge of grades in graded schools.				Not in charge of grades.								
		English.	English graded.	Graded.	Total.	Principal and acting principal.	Music and drawing.	Agricultural.	Special.					
San Juan.....	8	14	60	12	86	6	3	2	14	111	12	13	132	
Rio Piedras ²	27	10	7	1	18	2		1	12	33	1		60	
Trujillo Alto.....		1	1	1	3				6	9	1		9	
Carolina.....		2	5	2	9				13	22	4		22	
Loiza.....			3	2	5				14	19	5		19	
Rio Grande.....	41	1	4	3	8				17	25	6		25	
Fajardo.....	1	2	15	5	22				21	43	3		44	
Naguabo.....		1	5	2	8				12	20	1		20	
Culebra.....									1	1			1	
Vieques.....	41	1	5	2	8				8	16	1		16	
Humacao.....	41	2	13		15				22	37	4		37	
Yabucoa.....		1	4	2	7	1			14	22	3		22	
Maunabo.....		1	2	1	4				5	9	1		9	
Arroyo.....	41	1	4	2	7				7	14	1		14	
Patillas.....		1	3	1	5				10	15	2		15	
Juncos.....		1	3		4				9	17	3		17	
Gurabo.....		1	3	1	5				7	12	1		12	
Caguas.....	41	3	11	2	16				11	27	3		27	
San Lorenzo.....		1	2	1	4				10	14	2		14	
Guayama.....	41	2	12	2	16				17	33	3		33	
Salinas.....		1	5	2	8				11	19	2		19	
Santa Isabel.....		1	3	2	6				8	14	4		14	
Cayey.....	41	1	9	1	12				12	24	4		24	
Cidra.....		1	2	1	4				9	13	1		13	
Comerio.....		1	2	2	5				11	16	4		16	
Aguas Buenas.....		1	2	1	4				6	10	3		10	
Naranjito.....		1		1	2				7	9	1		9	
Aibonito.....	41	2	4	2	8				9	17	3		17	
Barranquitas.....		1	2	1	4				8	12	1		12	
Barros.....		1	3	1	5				15	20	3		20	
Coama.....	41	2	7	1	10				20	30	2		30	
Juana Diaz.....	41	2	6	4	12			1	32	45	9		45	
Ponce.....	12	12	57		69	2			37	108	19	1	121	
Guayanilla.....			3	1	4				13	17	3		17	
Pefinelas.....		1	2	1	4				7	11	2		11	
Yauco.....	41	2	14	4	20				19	39	2		39	
San German.....	41	2	11		13				26	39	16		39	
Lajas.....	41	1	2	1	4				18	22	3		22	
Sabana Grande.....		1	2	1	4			1	10	15	2		15	
Cabo Rojo.....		1	5	2	8				23	31	4		31	
Mayaguez.....	5	6	19	3	28				37	65	9	4	74	
Maricao.....		1	2	2	5				10	15	4		15	
Las Marias.....		1	2	1	4				15	19	2		19	
Añasco.....		2	6	2	10				16	26	4		26	
Rincon.....			1	1	2				5	7	1		7	
Aguada.....		1	2	1	4				10	14	1		14	
Lares.....			6	2	8				20	28	5		28	
San Sebastian.....		1	4	2	7				21	28	5		28	
Aguadilla.....	41	5	7	3	15				19	34	4		34	
Moca.....		1	4		5				7	12	2		12	
Isabela.....		1	3	1	5				15	20	5		20	
Quebradillas.....		1	2	1	4				9	13	3		13	
Utua.....	41	3	8	1	12			1	39	52	2		52	
Adjuntas.....		1	4	2	7				14	21	4		21	
Camuy.....		1	2	1	4				11	15	3		15	
Hatillo.....		1	2	1	4				10	14	2		14	
Arecibo.....	2	3	18	4	25	1	1		36	63	6		65	
Manati.....	41	4	10	5	19				20	39	4		39	
Ciales.....		1	4	2	7				18	25	6		25	
Vega Baja.....		1	4	3	8				11	19	4		19	
Vega Alta.....		1	2	1	4				8	12	4		12	
Corozal.....		1	3		4				10	14	3		14	
Morovis.....			1	1	2				11	13	2		13	
Toa Baja.....		1	4	2	7				7	14	1		14	
Toa Alta.....		1	2	1	4			1	10	15	1		15	
Dorado.....			3		3				5	8	1		8	
Bayamon.....	41	5	11	4	20				30	50	4		50	
Total.....	172	126	443	118	687	12	4	4	3	955	1,665	237	18	1,738

¹ Seventeen of these are duplicates.² Including two special Spanish teachers.³ Including the normal and agricultural departments of the University of Porto Rico and the practice school.⁴ Duplicates.

TABLE VIII.—*Teachers at the end of the year, by sex.*

Municipality.	Secondary school.			Common school.					Special school.			Total (omit- ting dupli- cates).
	Male.	Fe- male.	Total.	Graded.		Rural.		Total.	Male.	Fe- male.	Total.	
				Male.	Fe- male.	Male.	Fe- male.					
San Juan.....	3	5	8	10	87	3	11	111	7	6	13	132
Rio Piedras 1.....	11	11	27	4	17	8	4	33				60
Trujillo Alto.....				2	1	1	5	9				9
Carolina.....				3	6	7	6	22				22
Loíza.....				2	3	6	8	19				19
Rio Grande.....		1	2 1	2	6	9	8	25				25
Fajardo.....		1	1	7	15	11	10	43				44
Naguabo.....				3	5	6	6	20				20
Vieques.....	1		2 1	3	2	4	7	16				16
Humacao.....	1		2 1	6	9	14	8	37				37
Yabucoa.....				4	4	4	10	22				22
Maunabo.....				2	2	4	1	9				9
Arroyo.....	1		2 1	5	2	2	5	14				14
Patillas.....				2	3	8	2	15				15
Juncos.....				2	6	4	5	17				17
Gurabo.....				4	1	6	1	12				12
Caguas.....	1		2 1	3	13	4	7	27				27
San Lorenzo.....				2	2	5	5	14				14
Guayama.....		1	2 1	9	7	10	7	33				33
Salinas.....				5	3	5	6	19				19
Santa Isabel.....				1	5	4	4	14				14
Cayey.....		1	2 1	7	5	6	6	24				24
Cidra.....				2	2	4	5	13				13
Comerio.....				4	1	8	3	16				16
Aguas Buenas.....				3	1	3	3	10				10
Naranjito.....				2		5	2	9				9
Aibonito.....		1	2 1	5	3	5	4	17				17
Barranquitas.....				1	3	5	3	12				12
Barros.....				4	1	15		20				20
Coamo.....		1	2 1	3	7	14	6	30				30
Juana Díaz.....	1		2 1	6	6	21	12	45				45
Ponce.....	4	8	12	12	59	9	28	108	1		1	121
Guayanilla.....				1	3	9	4	17				17
Peñuelas.....				2	1	5	3	11				11
Yauco.....		1	2 1	8	12	11	8	39				39
San German.....		1	2 1	5	8	9	17	39				39
Lajas.....	1		2 1	2	2	8	10	22				22
Sabana Grande.....					4	4	7	15				15
Cabo Rojo.....				6	2	12	11	31				31
Mayaguez.....	1	4	5	9	19	15	22	65	4		4	74
Maricao.....				3	2	7	3	15				15
Las Marias.....				3	1	6	9	19				19
Añasco.....				5	5	6	10	26				26
Rincon.....				2		3	2	7				7
Aguada.....				2	2	7	3	14				14
Lares.....				3	5	7	13	28				28
San Sebastian.....				3	4	10	11	28				28
Aguadilla.....	1		2 1	5	10	11	8	34				34
Moca.....				3	2	6	1	12				12
Isabela.....				4	1	12	3	20				20
Quebradillas.....				3	1	8	1	13				13
Utusado.....		1	2 1	6	6	20	20	52				52
Adjuntas.....				4	3	7	7	21				21
Camuy.....				2	2	8	3	15				15
Hatillo.....				1	3	6	4	14				14
Arecibo.....	1	1	2	7	20	21	15	63				65
Manatí.....		1	2 1	12	7	12	8	39				39
Ciales.....				6	1	12	6	25				25
Vega Baja.....				6	2	8	3	19				19
Vega Alta.....				3	1	6	2	12				12
Corozal.....				2	2	5	5	14				14
Morovis.....				2		7	4	13				13
Toa Baja.....				3	3	4	4	14				14
Toa Alta.....				2	2	9	2	15				15
Dorado.....				2	1	4	1	8				8
Bayamon.....		1	2 1	1	19	15	15	50				50
Culebra.....						1		1				1
Total.....	32	40	* 72	258	443	521	443	1,665	11	7	18	1,738

¹ Including the normal and agricultural departments of the University of Porto Rico and the practice school.

² Duplicates.

³ Seventeen of these are duplicates.

TABLE IX.—*Percentage of total population enrolled in the schools.*

Municipality.	Total population, census 1910.	Total annual enrollment, 1910-11.	Percentage.
San Juan.....	48,716	7,985	16.4
Rio Piedras.....	18,880	2,304	12.2
Trujillo Alto.....	6,345	687	10.8
Carolina.....	15,327	2,022	13.2
Loiza.....	13,317	1,693	12.7
Rio Grande.....	13,948	2,297	16.4
Najardo.....	21,135	3,210	15.1
Naguabo.....	14,365	2,032	14.1
Culebra.....	1,315	138	10.0
Vieques.....	10,425	1,322	12.7
Humacao.....	26,678	3,316	12.4
Yabucoa.....	17,338	2,134	12.3
Maunabo.....	7,106	692	9.7
Arroyo.....	6,940	1,148	16.5
Patillas.....	14,448	1,608	11.1
Juncos.....	11,692	1,565	13.4
Gurabo.....	11,139	1,448	12.9
Caguas.....	27,160	2,494	9.2
San Lorenzo.....	14,278	1,179	8.3
Guayama.....	17,379	2,769	15.9
Salinas.....	11,403	1,558	13.7
Santa Isabel.....	6,959	1,069	15.3
Cayey.....	17,711	1,994	11.3
Cidra.....	10,595	1,079	10.2
Comerio.....	11,170	1,394	12.5
Aguas Buenas.....	8,292	978	11.8
Naranjito.....	8,876	680	7.7
Aibonito.....	10,815	1,462	13.5
Barranquitas.....	10,503	1,084	10.3
Barros.....	15,028	1,583	10.5
Coamo.....	17,129	2,286	13.3
Juana Diaz.....	29,157	3,408	11.7
Ponce.....	63,444	8,573	13.5
Guayanilla.....	10,354	1,745	16.9
Peñuelas.....	11,991	938	7.8
Yauco.....	31,504	3,214	10.2
San German.....	22,143	3,656	16.5
Lajas.....	11,071	1,783	16.1
Sabana Grande.....	11,523	1,223	10.6
Cabo Rojo.....	19,562	3,008	15.3
Mayaguez.....	42,429	5,975	14.1
Maricao.....	7,158	1,206	16.9
Las Marias.....	10,046	1,429	14.2
Añasco.....	14,407	2,472	17.1
Rincon.....	7,275	824	11.3
Aguada.....	11,587	1,253	10.8
Lares.....	22,650	3,466	15.3
San Sebastian.....	18,904	3,072	16.2
Aguadilla.....	21,419	3,987	18.6
Moca.....	13,640	1,285	9.4
Isabela.....	16,852	1,899	11.3
Quebradillas.....	8,152	1,187	14.5
Utua.....	41,054	4,813	11.7
Adjuntas.....	16,954	2,274	13.4
Camuy.....	11,342	1,509	13.3
Hatillo.....	10,630	1,330	12.5
Arecibo.....	42,429	4,707	11.0
Manatí.....	28,884	2,919	10.1
Ciales.....	18,398	2,325	12.6
Vega Baja.....	12,831	1,805	14.0
Vega Alta.....	8,134	1,388	17.0
Corozal.....	12,978	1,595	12.2
Morovis.....	12,446	1,429	11.5
Toa Baja.....	6,254	1,073	17.3
Toa Alta.....	9,127	1,084	11.8
Dorado.....	4,885	599	12.2
Bayamon.....	29,986	3,862	12.8
Total.....	1,118,012	145,525	13.0

THE UNIVERSITY OF PORTO RICO.

The University of Porto Rico was established by an act of the Insular Legislature approved March 12, 1903, whereby the board of trustees was made a corporate body under the name of "The Trustees of the University of Porto Rico," with all the powers usually vested in a corporation of this character.

While the university thus has a separate and complete corporate organization apart from any connection with the Insular Government, that it is fundamentally a Government institution is shown by the method of choosing the board of trustees. Section 3 of the law chartering the university provides:

"SEC. 3. That the government of the University of Porto Rico shall be vested in a board of trustees composed of the commissioner of education as a member and its president, the speaker of the house of delegates or representatives, and the treasurer of Porto Rico as ex-officio members, and four other persons to be appointed by the Governor of Porto Rico, who shall hold office until their successors are appointed and qualified."

Even before the passage of the act looking to the establishment of the University of Porto Rico steps had been taken to provide for the training of teachers for the public schools.

Soon after the American occupation of Porto Rico the idea of forming an Industrial Normal School arose, and the first steps toward accomplishing this end were taken when an institution of this character was opened in Fajardo on September 27, 1899. The Government of the island and the municipality of Fajardo shared equally the expenses for the carrying out of this move, each contributing \$20,000 for the actual building and current expenses of the institution.

As the work carried on here was unsatisfactory, due to the location of the school in the extreme eastern part of the island, thus making it difficult of access, and supervision almost impossible, the school was moved to Rio Piedras, and work begun in the "Convalencia," or summer home of the governor, in October, 1901. At the same time the construction of a new building was being carried on, which was formally dedicated on May 30, 1902, and the classes, apparatus, and furniture transferred to this building in the same year.

The normal school thus established at Rio Piedras under the department of education was later transferred to the University of Porto Rico, becoming the nucleus from which has developed its normal department.

In January, 1903, the practice school was opened for the purpose of allowing each student of the normal department the opportunity to work for a time under the supervision of a trained critic teacher, thus perfecting himself in methods and discipline by actual practice before going out as a teacher.

Beginning with the school year 1902-3, the course of study of the normal department consisted of four years, the first of which was equal to the regular eighth grade of the public schools. Later an eighth grade diploma was made the basis of admission, and the four year course was continued, being broadened and filled in with more cultural and professional work. At the April meeting of the board of trustees in 1910 a motion was passed to require the completion of ninth grade work for admission and still to continue the two and four year courses.

Due to the fact that the most important work of the new university seemed to be the preparing of properly trained teachers for the public schools of the island, and that the progression of educational work and the opening of large numbers of new schools through emphasis on this phase of higher instruction, the growth of the normal department has surpassed that of any other department up to the present time. The department has been taxed to its limit in preparing teachers in sufficient numbers to fill all the schools, and at times it has been necessary to send out students who have not completed their course to fill out part of a term.

The large number of graduates of the last few years have done much to remedy this state of affairs, however, especially since a normal course leading to the elementary certificate has been established in connection with the high school of Ponce, under the supervision of the normal department of the university. The result is that many of the elementary graduates of the last two years have had difficulty in securing schools in competition with older and more experienced teachers. This makes it possible to require a better preparation before entering the normal department, and will also lead, in time, a larger number of students to continue their work for four years instead of stopping at the end of their second year.

The fundamental ideas underlying the work in the normal department are two, viz, a better training in the subjects to be taught and their related branches, and a professional course that includes both the theory and practice of teaching. Students are required to study theoretically the art of teaching and later put these theories into actual operation in the practice school, under the supervision of experienced and trained critic teachers. The instruction in the normal department is purely departmental, and the increase in the number of students and members of the faculty has made it possible to accomplish this end by securing well-trained and experienced instructors in all the branches of the course of study. The greatest need of the normal depart-

ment at the present time is larger and better lighted rooms for laboratories. This will be remedied, it is expected, by the completion of the new structure now under process of erection.

The last year has been notable in the progress made in manual training and domestic science. New shops have been constructed for the former branch of work; the latter is still carried on in a rented building. Two instructors carry on the work of each subject, and it was necessary to limit the enrollment of students in these classes on account of the large number who wished to take this work; even by doing this it was not possible to pay the desired attention to the pupils of the grades. In domestic science the emphasis is laid on the selection and preparation of various classes of food; and courses in sewing are given by the same instructors. In manual training the attempt is made to emphasize the use of native materials for the economic needs of the people. Two classes of young ladies in basketry, brass, leather, and iron work have been maintained during the present year.

Attention is given in the normal department, as in other departments of the university, to student activities. An athletic club, musical club, literary society, and good-government club are supported by the students, and each organization has done creditable work during the present year.

The agricultural department was organized in 1904, the first pupils being received on February 3, 1905. After having been maintained with varying fortunes for three years it was resolved to discontinue the school for the year 1908-9, and to put the buildings in thorough order to reopen the school in the fall of 1909. Arrangements were made to maintain 40 scholarship students, and a faculty was appointed.

The third department, the College of Liberal Arts, was established by a ruling of the board of trustees at the meeting held April 4, 1910. A two-years' course is offered leading to an appropriate certificate. A dean and faculty were appointed.

The university has shown a steady growth, enrolling in the last school year, including the summer session, more than 1,000 pupils, matriculated as follows:

During the college year.....	217
During the summer session.....	424
Practice school.....	378
Total.....	1,019

The material equipment of the University of Porto Rico consists of, roughly, 200 acres of land, something more than 100 acres of which are situated within the municipality of Rio Piedras, 7 miles from San Juan, while the remainder, 90 acres or more, adjoin the United States agricultural experiment station situated in Mayaguez, at the western extremity of the island.

The campus proper comprises 23 acres, faces the military road in Rio Piedras, and contains the buildings of the normal department. Directly back of this campus and adjoining it are the grounds which have up to this time comprised the domain of the College of Agriculture. Provision has, however, been made for the erection of a building to cost \$30,000 for the College of Agriculture on the land belonging to the university in Mayaguez.

It is hoped that in the near future there will be erected on the campus in Rio Piedras a suitable structure to accommodate the students of the College of Liberal Arts, already provided for by the act of the board of trustees, and for the College of Science, for which it is hoped early provision will be made.

The buildings occupied by the normal department are three in number. The original normal-school building, erected under the auspices of the department of education before the establishment of the university, is a two-story cement building, containing an assembly room which seats 250 persons, study room, four recitation rooms, four laboratories, the dean's office, besides storerooms for materials and supplies. In the basement are lockers, baths, dressing rooms for the gymnasium classes, besides a room devoted to the use of the department of manual training.

A second building devoted to the use of the normal department is the practice school, a modern, well-lighted building, containing nine schoolrooms for graded-school pupils, several smaller rooms for the use of the practice teachers, a study room, and the principal's office. The building contains a library of about 500 volumes, selected with particular reference to the children's needs. Besides these two structures, there is in use by the normal department a rented structure, facing the carretera in Rio Piedras, known as the Saldaña house. This contains a library of some 5,000 volumes, the department of domestic science and fine arts, besides one or two recitation rooms.

Adjoining the practice school is a playground equipped with modern playground apparatus, and a school garden which is entirely maintained by the children of the practice school.

There is under construction on the campus at Rio Piedras one wing of a building which, when completed, will form the central feature of the university group of buildings. The part under construction contains, on the ground floor, the women's gymnasium; on the second floor an assembly hall. Provision has already been made by the board of trustees for the front portion of the building, which will provide adequate space for the now much-crowded normal department, and for the students of the College of Liberal Arts. The old building of the normal department is now undergoing a remodeling, in the course of which it will metamorphose from the unprepossessing structure which it has been in the past to one of some architectural pretension. Grand stands are also being erected upon the new athletic field.

The buildings used by the department of agriculture are five in number. The main building is a two-story frame structure, containing classrooms, the office of the dean, and the library on the ground floor. The second story is used as a dormitory by the students. The students' dining room and the kitchen, as well as various rooms which have been occupied in the past as the residence of the dean of the department are in a commodious frame building situated near the main building. A cement dairy building is adjoining. This is a very attractive structure, costing several thousand dollars, and will be equipped with every appliance needed in the conduct of an up-to-date dairy.

Situated at a little distance from the dairy is the cow barn, with stalls for 40 cows. The superstructure of this building is of wood. The floors and stalls are constructed entirely of cement and iron after the most modern methods. A herd of 23 registered Jersey cows and a herd of Holsteins, besides a considerable number of native cattle, occupy the building. In addition to these buildings, there has also been erected for the use of the College of Agriculture a cement henhouse of modern construction. During the past year the work of the college has been successfully carried on. In connection with the work of the dairy, which is conducted on a commercial basis, supplying milk to a large number of customers in San Juan, the students have received instruction in modern dairy methods. The large poultry yard, with nearly 500 fowls, provides the basis of instruction in the science of incubation and raising of chickens for the market. An apiary furnishes experience in the art of beekeeping. A general market garden, besides a special garden plot for each student, furnishes experience in the raising, on a commercial basis, of the common vegetables. Herds of thoroughbred Berkshire and Tamworth hogs enable the boys to become familiar with the possibilities of the best breeds in this domestic animal. For general service a Morgan stallion, Jersey and Holstein bulls, and the boars of the two varieties of hogs already mentioned, are available, and much is being done to improve the strain of domestic animals throughout the island. On the whole the work of the College of Agriculture has been the most successful in its history.

Plans are now completed for the new building for the College of Agriculture on the Mayaguez campus, and ground will be broken at an early date. At the opening of the coming college year the student body of the College of Agriculture will be transferred to Mayaguez, the academic work of the course to be taken in the high school of that city, the professional work under the direction of members of the staff of the United States experiment station. Before the end of the college year it is expected that the new building will be completed, a dean and faculty secured, and the work of that college fully organized. For various reasons the erection of the Mayaguez building, although provided for by legislative appropriation in 1908, has been delayed. In some ways the location of the college at Mayaguez seems not so advantageous as the former location at Rio Piedras. However, its proximity to the United States experiment station, with its corps of specialists, seems to outweigh any geographical advantages which the old location might have had.

At the Rio Piedras location will still be maintained the dairy, the market garden, and the poultry department, students who are specializing along any of these lines of work coming from the college at Mayaguez to receive special instruction. The dormitory will still be maintained for such students, who will spend at least one term in residence at Rio Piedras.

For the past two years the university has maintained a summer session, which has been attended, in each instance, by roughly 400 students. This is a number in excess of the regular enrollment in college classes during the college year. A considerable proportion of the summer attendance is made up of teachers in the public schools who take this occasion to prepare themselves better for their work. In this way the university is of incalculable service to the department of education. At the close of the session an examination is given for the various grades of teachers' license.

In the spring of 1910 a movement was started to place on the front campus of the university a memorial to some man noted for his services to education in Porto Rico.

This idea finally took the form of a "School Children's Memorial" and each child in the public schools of Porto Rico was allowed to contribute an amount not exceeding 5 cents toward the memorial. A total sum of, roughly, \$2,000 was contributed by more than 46,000 children, and a vote taken at the same time resulted in favor of honoring Ramón Baldorioty de Castro. The plans for this memorial are being prepared with great care, and work on it should be begun at an early date. The exact form which the memorial shall take has not been fully determined. It will, however, either be a statue or a memorial gateway.

The cadet battalion of the university was organized in the latter part of the year 1910-11, but was not properly equipped until the beginning of the year just past. The battalion, consisting of 135 cadets, has been in charge of a retired major of the United States Army, assigned to the university by the War Department. Headed by its own band, the university cadets have been commended for their soldierly appearance, good drill, and behavior. The battalion acted as guards during the insular fair and gave a very creditable exhibition drill.

Recommendations.—In making specific recommendations for the further development of the University of Porto Rico, I shall consider two aims: First, its immediate needs to meet the pressing demands of the people, and, second, its ultimate ideals. With the normal department in a flourishing condition and an adequate provision made for the College of Agriculture, through the erection of the building at Mayaguez, perhaps the most pressing need is for a suitable building for the accommodation of the College of Mechanic Arts. It would not be my feeling that this should be devoted primarily to the preparation of engineers, but that it should be used for the purpose of preparing skilled artisans for all branches of labor, carpenters, plumbers, cabinetmakers, shoemakers, machinists, blacksmiths, etc. The Morrill fund could be drawn upon for the salaries of instructors in these various subjects, but can not be used for the erection of buildings. Much difficulty has in the past been experienced in the proper expenditure of this fund for this very reason. In many ways the most appropriate place for the location of such a department for the university is Santurce, with its rapidly increasing population and its proximity to the shops of the American Railroad Co. At the legislative session of 1909 an attempt was made to secure an appropriation for the erection elsewhere of the building for the Boys' Charity School, and the turning over of the structure now occupied by that institution to the university. This would be an ideal arrangement from the point of view of university organization. The necessary legislation, however, failed to pass. I would recommend that another attempt be made to bring about the change at the next session of the insular legislature, and that, in the event of its failure to pass, an appropriation of \$50,000 be asked for the erection of a building for the College of Mechanic Arts of the university.

Dormitories are also sorely needed for students of both sexes. At present the student body of the university is housed in the boarding houses of Río Piedras, in a majority of cases occupying rooms which, if reasonably sanitary and hygienic, lack, nevertheless, the quiet and seclusion which are conducive to scholarly effort, and in many instances are not provided with a means of illumination, which makes evening study other than a menace to good eyesight. Moreover, under the conditions of promiscuous housing that now exist, a proper supervision of study and general conduct is impossible. I therefore recommend that at as early a date as the finances of the island permit an appropriation of at least \$30,000 be made for the erection of a dormitory for women, to be followed when practicable by a similar appropriation for a dormitory for men. With these immediate needs met, the buildings already provided for completed, and a concomitant increase in the appropriations for maintenance accomplished, the university will have fulfilled the most crying demands of the island.

And this brings us to the discussion of the broader development of the university, the entering of new fields, the creation of new desires. For what I have in mind is nothing less than the making of the University of Porto Rico into a great Pan American institution of learning, which should become the point of academic contact between the English-speaking and the Spanish-speaking people of the Western Hemisphere. The idea is not a new one, since such an institution has been in the mind of man since the days of Bishop Berkeley, but the time never was so ripe as now and the place never so appropriate as Porto Rico. Already the University of Porto Rico offers fuller courses in the Spanish language and literature than does any higher institution of learning in English-speaking America, and at the same time fuller courses in the English language and literature than does any similar institution in the Spanish-speaking western world. From the north and from the south people of the two languages might come to a spot more beautiful than either have known,

to a climate more salubrious and, without cutting themselves entirely aloof from their own language, find a cultured environment within the other. To build up such a Pan American institution, we should not try to duplicate the universities either of Spanish or of English America, but to create something which supplements both. To this end my specific recommendations are as follows, to be put into effect as the finances of the university permit:

First. To secure the services, either through exchange or temporary employment, of men of science, literature, art, or invention of world-wide renown. Such men should be brought to the university from the United States, Europe, or South America for courses of not less than one semester each, and such courses should be announced sufficiently long beforehand throughout both North and South America as to make it certain that all interested will have become informed.

Second. That there be established, if possible, in correlation with the medical department of the United States Department of War, a School of Tropical Medicine. This should not be a full-fledged medical college, where all the courses are offered for a medical degree, but an institution to which medical students and practitioners from both Americas could come for specific courses for which the Tropics only offer clinical advantages and which consequently can not be taken at home. It is probable that many of the special lecturers alluded to in connection with my first recommendation would offer courses in connection with such a school.

Third. That there be established a special department of law or of jurisprudence for the study of those particular phases of the subject which have to do with the principles and practice of procedure in Spanish countries. There are to-day in the law schools of the United States scores and perhaps hundreds of young men who wish to provide for the possibility of practice in our Spanish-speaking possessions, or in other parts of Spanish America, and no more appropriate place can be found for such a preparation than here, with our Spanish-speaking people to help in the acquisition of the language and our Spanish procedure in the courts.

STATISTICAL TABLE.

Treasurer's report, University of Porto Rico—funds for the year 1910-11.

Permanent endowment fund, balance.....	\$534. 03
University fund—trust fund (no fiscal year):	
Receipts from all sources.....	30,047. 74
By appropriations.....	23,638. 00
Unappropriated balance on hand.....	6,409. 74

	Appropriations.	Spent.	Balance.
A1. Salary of secretary and treasurer.....	\$2,000. 00	\$1,999. 99	\$0. 01
A2. Bond of the secretary and treasurer.....	150. 00	150. 00	.....
A3. For College of Liberal Arts (expenses).....	2,250. 00	2,079. 54	170. 46
A4. Rent of Saldaña house.....	600. 00	600. 00	.....
A5. Dairy school building.....	1,059. 50	609. 95	449. 55
A6. Office on farm and sundries.....	500. 00	385. 53	114. 47
A7. Manual-training building.....	2,500. 00	2,415. 80	84. 20
A8. Printing and publishing.....	1,000. 00	426. 30	573. 70
A9. Development of university farm.....	2,710. 88	2,697. 48	13. 40
A10. Band instruments.....	900. 00	842. 45	57. 55
A11. Agricultural scholarships.....	5,400. 00	3,615. 55	1,784. 45
A12. Repairs and miscellaneous expenses.....	3,150. 00	2,488. 66	661. 34
A14. Clerk and office assistants, secretary and treasurer.....	450. 00	384. 31	65. 69
A15. Exhibits at insular fair.....	1,000. 00	381. 45	618. 55
A16. Northwest pasture improvement.....	1,388. 00	250. 00	1,138. 00
A17. Repairs to practice school.....	1,500. 00	.....	1,500. 00
	26,558. 38	19,327. 01	7,231. 37
Unappropriated balance on hand.....			6,409. 74
Total cash on hand.....			13,641. 11

To this amount must be added the receipts not yet officially credited to the university, but held by the treasurer of Porto Rico, Nov. 1, 1910, to Apr. 30, 1911..... \$14,208. 04
 And also estimated return from the same source for the months of May and June..... 4,000. 00
 Add cash on hand not appropriated, as above..... 6,409. 74

Total amount available for appropriation by the board of trustees..... 24,617. 78

FARM RECEIPTS FUNDS.

Receipts from all sources, all appropriated..... \$9,529.50

	Appropriations.	Spent.	Balance.
1. Military purposes.....	\$1,800.00	\$1,789.52	\$10.48
2. Tile drainage.....	350.00		350.00
3. Purchase of land "The Patch".....	1,000.00		1,000.00
4. Repairs to normal building, \$6,500, less deficit, \$120.50.....	6,379.50		6,379.50
Total.....	9,529.50	1,789.52	7,739.98

MORRILL FUNDS, 1907-8.

	Appropriation.	Spent.	Balance.
M6. Equipment for mechanic arts.....	\$9,186.15	\$3,475.78	\$5,710.37
M7. Equipment for physical sciences.....	3,563.48		3,563.48
M8. Equipment for biological sciences.....	199.84		199.84
	12,949.47	3,475.78	9,473.69
1907-8 installment—balance on hand not appropriated.....			167.91
			9,641.60
M9. Maintenance of College of Agriculture and Mechanic Arts at Mayaguez.....	\$31,597.75		\$31,597.75
1908-9 installment—balance on hand not appropriated.....			57.93
			31,655.68
M4. Purchase of cattle and animals.....	\$4,074.16	\$3,566.26	\$507.90
M5. Facilities for schedules B, C, D, E, F.....	5,037.94	2,735.82	2,302.12
	9,112.10	6,302.08	2,810.02
1909-10 installment—balance on hand not appropriated.....			4,865.28
			7,675.30
1910-11 installment:			
Total receipts from all sources.....			\$46,184.51
By appropriations.....			42,216.62
Unappropriated balance on hand.....			3,967.89

	Appropriation.	Spent.	Balance.
M1. Salaries of teachers.....	\$24,716.62	\$22,761.36	\$1,955.26
M2. Expenses of university farm.....	3,138.28	2,504.58	633.70
M3. Instruction in agriculture.....	15,286.09	11,081.84	4,204.25
	43,140.99	36,347.78	6,793.21
Unappropriated balance on hand.....			3,967.89
			10,761.10

TOTALS OF MORRILL FUNDS ON HAND.

Installment:			
1907-8.....			\$9,641.60
1908-9.....			31,655.68
1909-10.....			7,675.30
1910-11.....			10,761.10
			59,733.68

NORMAL SCHOLARSHIPS.

	Appropriation.	Spent.	Balance.
1908-9.....	\$835.07		\$835.07
1909-10.....	1,016.54	\$41.33	975.21
1910-11.....	10,000.00	9,155.93	844.07

FUNDS FOR THE UNIVERSITY OF PORTO RICO.

	Appropriation.	Spent.	Balance.
1908-9.....	\$5,261.02		\$5,261.02
1909-10.....	538.00	\$338.34	199.16
1910-11.....	37,138.55	29,665.42	7,473.13

Contract for \$6,000 athletic field comes from 1910-11 balance.

Construction of a building for the University of Porto Rico at Rio Piedras.....	10,000.00	34.15	9,965.85
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EXPENSES OF THE BOARD OF TRUSTEES.

	Appropriation.	Spent.	Balance.
1908-9.....	\$6.54		\$6.54
1909-10.....			
1910-11.....	750.00	\$740.16	9.84

Memorial on campus fund..... \$1,898.33

GRAND TOTAL.

Permanent endowment fund.....	\$534.03
University funds—trust funds.....	13,641.11
Farm receipts funds.....	7,739.98
Morrill funds.....	59,733.68
Normal scholarships.....	2,654.35
Funds for the University of Porto Rico.....	12,933.31
Mayaguez College.....	20,953.76
Rio Piedras Building.....	9,965.85
Expenses of the board of trustees.....	16.38
Memorial on the campus.....	1,898.33
Grand total.....	139,070.78

BALANCE SHEET—UNIVERSITY OF PORTO RICO, 1910-11.

July 1, 1910, cash balance.....	\$113,586.10
Cash receipts during the year.....	130,485.12
	<u>244,071.22</u>
Capital accounts disbursements.....	\$18,095.51
Expense accounts disbursements.....	86,904.93
Cash balance, June 30, 1911.....	139,070.78
	<u>244,071.22</u>

CAPITAL ACCOUNTS.

Sites and grounds.....	\$806.13
Buildings, normal department.....	2,557.35
Buildings, university farm, Rio Piedras.....	1,535.32
Library books and equipment.....	867.17
Laboratory equipment and apparatus.....	3,501.63
Furniture, fixtures, and fittings.....	1,179.60
Machinery and tools.....	2,148.57
Wagons and harness.....	100.00
Live stock.....	3,686.26
Textbooks.....	839.78
Military supplies.....	873.70
	<u>18,095.51</u>

EXPENSE ACCOUNTS.

Agricultural department:	
Farm labor.....	\$5,991.86
Repairs and maintenance.....	2,094.27
Feed for animals.....	2,696.45
Cartage and freight.....	177.59
Office expenses.....	182.21
Mayaguez farm.....	1,121.42
Students, board and expenses.....	3,643.98
Teachers' salaries.....	6,191.79
Seeds and crops.....	222.06
Light, ice, and telephone.....	448.42
Animal expense.....	233.89
General miscellaneous expenses.....	436.54
	<u>23,440.48</u>

Normal department:		
Student supplies.....	\$3,870.68	
Library expense.....	118.60	
Light, water, telephone.....	378.85	
Repairs and maintenance.....	803.08	
Office expenses.....	169.59	
Cartage and freight.....	68.76	
Teachers' salaries.....	36,727.11	
Wages of yearly employees.....	4,712.22	
Scholarships.....	9,197.26	
Rent of Saldafia House.....	600.00	
		\$56,646.15
Liberal Arts College salaries.....	1,000.00	1,000.00
Military department:		
Freight, cartage, and insurance.....	156.50	
Uniforms and supplies.....	1,134.34	
Salaries and wages.....	592.70	
Miscellaneous supplies.....	127.27	
		2,010.81
Administration department:		
Office expenses.....	627.46	
Printing and distribution.....	365.80	
Travel.....	441.89	
Salaries.....	2,327.49	
Cable and telegraph.....	44.85	
		3,807.49
Total expenses.....		86,904.93

THE INSULAR LIBRARY OF PORTO RICO.

In the year 1900, on the suppression of the "Diputación Provincial" and the "Civil Institute for Advanced Learning," the books of these two institutions were collected and placed in adequate quarters in the building formerly occupied by them. An employee was put in charge of these books, and various official documents received from Washington and the State capitals were from time to time added to the collection. In the general appropriation act for the year 1902-3 this collection of books was recognized as a public library, and appropriations were made of \$720 for the librarian and \$300 for the assistant librarian and porter.

In the following year, 1903, an act of the Legislative Assembly created the Insular Library of Porto Rico, to be administered by a board of trustees, consisting of the commissioner of education as president, the commissioner of the interior as vice president, and four other persons appointed by the governor with the approval of the Executive Council. The board of trustees was granted power to elect a secretary and treasurer.

At the present time the appointive members of the board are as follows: Cayetano Coll y Toste, José G. Torres, J. L. Dunlevy, T. E. Edwards. Mr. Dunlevy is secretary and treasurer.

The library occupies extensive quarters in what is known as the "Diputación Building," in which are also the post office, the office of the insular telegraph system, and the two houses of the Legislative Assembly. The rooms occupied by the library consist of a stack room for documents and reports, two rooms occupied by the circulating department, a reference and periodical room, a room containing the special collection of Puertorriqueña, which is also to be used for the special library of the Legislative Assembly, and an extensive corridor opening upon the patio of the building, which is also used as a general reading room. It is hoped that this corridor may be enlarged at an early date—as it could be at little expense—thus giving still further space for the accommodation of general readers. Altogether some 3,000 square feet of space are devoted to library purposes.

Upon the passage of the foundation act the Insular Library opened a circulating department. Residents of San Juan were permitted, under certain restrictions, to take out books upon the payment of an annual fee of \$3. In 1906 the fee was abolished and greater facilities were afforded the public for making use of books. Books can now be drawn for a period of 14 days, or for a longer term if they are needed for purposes of study.

Since the year 1906 annual appropriations of \$1,000 have been made for the purchase of books, reviews, and newspapers. A pedagogical library of some 3,000 volumes, belonging to the department of education, was in 1908 transferred to the Insular Library. During the last year several important donations of books have been made by various scientists and literary men, and the total increase in the number of books has been considerable.

The Insular Library contains approximately 15,500 volumes, of which 10,000 are books of general interest and 5,500 are reports and Government documents. The section of the library devoted to newspapers and reviews is being extended systematically.

The appropriation for the purchase of books and periodicals in Spanish, English, and other languages has been increased to \$2,000 for the year 1911-12.

The library is very generously patronized by the people of San Juan, the average number of persons making daily use of the reading and reference departments being 125. At the present time 1,800 persons hold borrowers' cards.

By recent action of the board of trustees steps have been taken to build up a collection of Puertorriqueña, to consist of all publications, of whatsoever nature, that have come from the press of the island, or which have been published elsewhere by Porto Ricans. Already several hundred volumes, consisting of historical, biographical, and literary works, have been secured, as well as reports, pamphlets, etc., and the collection bids fair to become of great value. The books are kept in special cases under lock and key, but may be consulted on special permission of the librarian.

Since the establishment of the circulation department, the staff of the Insular Library has consisted of the following members:

A librarian, with a salary of \$1,200 per annum.

An assistant librarian, with a salary of \$720 per annum.

An assistant and porter, with a salary of \$400 per annum.

During the year 1911-12 the salary of the assistant librarian was increased to \$1,200, in order that this position might be filled by a person of training and experience.

A former assistant in the Congressional Library at Washington was secured for the position and he is now engaged in preparing a card catalogue of the library. The work is well on toward completion and at an early date a full dictionary catalogue will be available. It is the plan of the trustees to continue the work of cataloguing until cards have been prepared and placed in the cases of the Insular Library of all the other collections of books open to the public or to the members of any profession within the city. This would include the Municipal Library, the various court libraries, as well as the libraries of the various departments of the Insular Government. When this is done, it will be possible for the student or general reader, by reference to the catalogue of the Insular Library, to determine just what books are available on any subject within all the libraries of the city.

For the more efficient administration of the library, another assistant should be added to the staff. At present the budget provides for but three persons. The present personnel has shown its willingness to face the problems before it, but with the library open to the public from 9 a. m. till 10 p. m., and with the process of cataloguing in active operation, there is need of another assistant. The budget for the coming year should, moreover, make adequate provision for the rebinding of worn books and for the binding of reports, current periodicals, and a selected list of newspapers. No funds have ever been available for this purpose, and as a result there is a mass of material in the storeroom of the library, too valuable to be thrown away, yet of no use in its present condition, and occupying valuable space. Larger appropriations should also be made for the purchase of books. The entire budget of the Insular Library for the present fiscal year is but \$5,780, including every expense. Considering that it is the largest and most pretentious library for a population of more than a million people, this is but a paltry sum, and should be increased, not with a parsimony which betokens a disregard for the literary interests of the people, but with a generosity which recognizes the possibilities of those interests.

FINANCIAL STATEMENT, INSULAR LIBRARY OF PORTO RICO, FOR 1910-11.

Regular appropriations.

RECEIPTS.

Regular appropriation for the fiscal year ending June 30, 1911.....	\$4,300.00
Transfer from contingent expenses, common schools—department of education.....	500.00
	<hr/> 4,800.00

DISBURSEMENTS.

Salaries, Insular Library.....	\$2,397.34
Contingent expenses—incidentals.....	871.78
Books, publications, etc.....	718.24
Lighting.....	530.34
	<hr/> 4,517.70
Pending of payment (books).....	281.76
	<hr/> 4,799.46
Balance, June 30, 1911.....	.54
	<hr/> 4,800.00





